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ABSTRACT

GRADES OR AGES: Senior high school. SUBJECT MATTER: World history. ORGANIZATION AND PHYSICAL APPEARANCE: The guide covers ten units: 1) Perspective--Man in Pre-historic and Ancient Times; 2) Feudalism and the Church in the Middle Ages; 3) Renaissance and Reformation; 4) The Emergence of Nationalism--Its Cause and Effects; 5) Revolutions of Rising Expectations--Agricultural, Industrial, Political; 6) World Conflicts in the 20th Century; 7) The Arab World--North Africa and the Middle East; 8) Africa South of the Sahara; 9) Asian Civilization--India, Southeast Asia, China and Japan; and 10) Latin America--Amerind Civilization--Latin-Amerind Civilization. The guide is lithographed and spiral bound with a soft cover. OBJECTIVES AND ACTIVITIES: General objectives are given at the beginning of each unit. Detailed objectives and activities are set out in columns for each unit. INSTRUCTIONAL MATERIALS: Detailed resource references are given for each unit, covering texts, filmstrips, transparencies, films and pictures. There is also a bibliography listing library resources for each unit. STUDENT ASSESSMENT: None. (MBM)

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A program for senior high school
· social studies ·

WORLD HISTORY

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INTRODUCTION TO THE COURSE

The initial planning of this guide and the identification of new texts for the course were accomplished during several afternoons of released time with Mr. Donald Chase and Mr. Patrick Waldner during the school year 1968-1969 and the guide was written by Mr. Waldner in June of 1969.

The committee decided that any guide developed should reflect the position that the course is not to be a survey in the traditional sense, that areas should be identified for studies in depth and that various options should be open for these studies. Since other world-based courses may be elected by students to replace world history as a requirement, it was decided that course content should not be restricted by other world based studies but could be a motivating factor toward individual student participation in the other courses as a second elective.

The chronological organization of the course has been retained but with an increased emphasis upon contemporary affairs in Asia, Africa, and Latin America. Attention to pre-history and ancient times will be limited.

Since we are retaining the chronlogical historical method for this course, the cultural approaches should be developed within the chronological framework and not be purely a contemporary regional type of area study.

Humanities should be brought into the course as much as time allows for in-depth treatment.

The guide identifies goals in terms of concepts and activities for in-depth study. Effort has been made to identify the major purpose for each activity and to state as many activities as possible in behavioral terms. Instructional resources for both teachers and students have been identified and include both print and non-print materials so as to facilitate a truly multi-media program.

TEXTS FOR WORLD HISTORY AS IDENTIFIED FOR PURCHASE BY
THE WORLD HISTORY CURRICULUM PLANNING COMMITTEE

Petrovich, Curtin. The Human Achievement. Silver Burdett Company, 460 South Northwest Highway, Park Ridge, Illinois, 60068, 1967. $5.40 net.

Good, John. The Shaping of Western Society, An Inquiry Approach. (Fenton Series) Holt, Rinehart, and Winston, 645 North Michigan Avenue, Chicago, Illinois, 60611, 1968. $4.96 net.

Ford, Richard B. Tradition and Change In Four Societies, An Inquiry Approach. (Fenton Series) Holt, Rinehart, and Winston, Inc., 1968. $4.96.

Unit I - PERSPECTIVE - MAN IN PRE-HISTORIC AND ANCIENT TIMES

Introduction

The basic aim of this unit is to examine that period of history that will provide us with experience we cannot have ourselves. This experience is indirect. It comes through knowledge rather than participation. Nevertheless, it enables us to make better decisions about events affecting our lives in the present and future; it should help us to understand more clearly attitudes, interests and values of the society we live in; it makes it possible for us to deal more successfully with societies of other peoples who have interests and values different from our own.

Objectives:

1. The student should understand man's origin and development and how early man lived.

2. The student should know where civilization began and what characteristics the earliest civilizations had in common.

3. The student should have an appreciation for the importance of geographical locations that allowed Egypt and the civilizations of the Fertile Crescent to become successful.

4. The student should be able to identify those historical causations that brought forth both the rise and fall of Middle Eastern Empires.

5. The student should appreciate the marvels of the Aegean Civilization.

6. The student should realize that military dictatorships such as Sparta are a menace not only to their subjects but to the ruling groups themselves.

7. The student should appreciate the benefits of democracy based upon a study of Athenian democracy.

8. The student should appreciate Greek cultural development in philosophy, art, and literature.

9. The student should understand how Greece's weaknesses and Alexander's strength explain the formation of the Hellenistic world.

10. The student should understand the sequential steps by which Rome grew from a tiny village, to a republic and then an empire.

11. The student should understand the importance of Roman law and its impact upon western man.

12. The student should detect what lessons the modern world can learn from the reasons for the decline of the Roman Empire.

13. The student should be aware of the birth of Christianity during the Roman Empire period and its impact upon western civilization.

Objectives	Activities	Instructional Resources
The student should understand man's origin and development and how early man lived.	Read in text about ancient man.	Petrovich, Human Achievement pp. 14-36
	Show filmstrip and discuss origin of man.	Filmstrips FS-913-M, B-131 Man Inherits the Earth K, L FS-270-Ea, B-135 The Dawn of Religion K, L FS-913.03-Di, B-136 The Discovery of Agriculture K, L FS-913.35-Co, B-138 Coming of Civilization K, L
	Show transparency - Species of Man - and discuss types of man and their diversity today.	Transparency Species of Man K, L
The student should know where civilization began and what characteristics the earliest civilizations had in common.	Use transparency to identify cradles of civilzation.	IMC - Transparency TR9038 - Cradles of World Civilization
	Show filmstrip on Sumer.	Filmstrip Epic of Man Series (Life) FS-913-35-Su, B-132 Sumer - First Great Civilization K, L

Objectives	Activities	Instructional Resources
The student should have an appreciation for the importance of geographical locations that allowed Egypt and the civilizations of the Fertile Crescent to become successful.	Have student structure a map of the area depicting different civilizations in Egypt and the Fertile Crescent.	
The student should be able to identify those historical causations that brought forth both the rise and fall of Middle Eastern Empires.	Bulletin board display by students depicting basic contributions made by Egyptians and Civilizations of the Fertile Crescent to Western Civilization.	
The student should appreciate the marvels of the Agean Civilization.	Read in text and related books about the development of Greek civilization.	Petrovich, pp. 37-69 Rogers, Adams, Brown, Story of Nations, pp. 72-111 Good, The Shaping of Western Society, pp. 30-77
The student should realize that military dictatorships such as Sparta are a menace not only to their subjects but to the ruling groups themselves.	Show film on Ancient Greece. Show filmstrips on ancient Greek civilization.	IMC - Film F1057 - Life in Ancient Greece Filmstrips FS-913.39-Fi, B-141 First European Civilization: Crete K, L FS-913.39-Fi, B-142 First European Civilization: Crete K, L

Objectives	Activities	Instructional Resources
		Filmstrips B-238 - Growing Up in Ancient Greece L FS-913.38-Gy - Creece, Cradle of Culture K
	Given a dramatization of Greek life, be able to state a number of hypotheses about Greek values. Given a hypotheses about Greek values, be able to indicate statements which logically should appear in the oration by Pericles if the hypotheses are true. Have students write their individual philosophy of life using Aristotle's guide line of what is good? true? real happiness?	Good, Teachers Manual, pp. 166-170
The student should appreciate the benefits of democracy based upon a study of Athenian democracy.	Discuss the problem: Athenian Democracy vs. Spartan Military. Which is the best way of life? Have students break up into two camps; one Athenian and one Spartan. Debate who contributed the most in promoting Western Civilization.	Filmstrips FS-913.38-Gv, B-143 Great Age of Warfare Homeric Greece K, L Others FS-913.38-At, B-146 K, L
The student should appreciate Greek cultural development in philosophy, art, and literature.	Display Greek Art. Construct models of Greek weapons.	IMC - Transparency Packets TP9022 - Classical Greece IMC - Classroom Pictures P1008-7 - Life in Ancient Greece

Objectives	Activities	Instructional Resources
The student should understand how Greece's weaknesses and Alexander's strength explain the formation of the Hellenistic world.	Lecture on Alexander the Great. Show filmstrip.	Filmstrips B-150 - The Hellenic Greeks L B-151 - The Hellenistic Greeks L
The student should understand the sequential steps by which Rome grew from a tiny village, to a republic and then an empire.	Lecture on the "Early Etruscans and Italics". Readings on Ancient Rome from the Republic to Empire.	Petrovich, pp. 70-95 Rogers, Adams, Brown, pp. 110-142 Good, pp. 47-48
	Show film on Ancient Rome and discuss. Lecture: Cause and Effect of the Punic Wars. Show filmstrip so students can discuss with class the Republic and the Empire.	IMC - Film F1058 - Life in Ancient Rome Filmstrips B-152 - The Roman Republic L B-153 - The Roman Empire L FS-913.37-Li - Life in Ancient Rome K FS-937-Em - The Emperors K FS-913.37-Li - Kings and Counsuls L
		ADDITIONAL RESOURCES ON ROME Classroom Pictures P1008-9 - Life in Ancient Rome

Objectives	Activities	Instructional Resources
		Classroom Pictures P1161 - Historical Reconstructions of Rome Picture Map of the Roman Forum The Roman Forum: Partial View A The Roman Forum: Partial View B The Circus Maximum The Collosseum The Basilica of Maxentiu The Mausoleum P1162 - Historical Reconstruction of Pompeii The House of the Faun The Pistrinum (Bakery) The Theater The Temple of Apollo IMC - Transparencies TR9040 - The Mediterranean World: 550-500 B.C TR9042 - Reference Map of the Roman World

Objectives	Activities	Instructional Resources
The student should understand the importance of Roman law and its impact upon Western man.	Given excerpts from the Corpus Juris Civilis and the problem of defining good and fair, be able to formulate a hypothesis about the Roman definition of what is good and what is fair. Given a hypothesis about the Roman definition of what is good and fair, be able to indicate what statements should appear in the Corpus Juris Civilis if the hypothesis is true.	Good, pp. 47-48
The student should detect what lessons the modern world can learn from the reasons for the decline of the Roman Empire.	Student group should be able to present analogies of actions in our society today where the same factors that contributed to the decline and fall of the Western Roman Empire are to be observed.	
The student should be aware of the birth of Christianity during the Roman Empire period and its impact upon western civilization.	Be able to identify and discuss possible reasons for the rise of Christianity in the Roman Empire. Show filmstrip on Christian religion. Show filmstrip on Judaism. Have student groups compare two religions and summarize why Christianity spread rapidly throughout the Western world and Judaism remained somewhat confined to the Middle East.	Petrovich, pp. 91-95 Rogers, Adams, Brown, pp. 147-155 Filmstrips B-180 - Christianity L FS-270-Ea - The Early Christians K B-179 - Judaism L Rogers, Adams, Brown, pp. 143-146 Good, pp. 43-44

LIBRARY RESOURCES

World History - General Background

910 Br	Bradley, John Hodgdon	World Geography	Ginn, 1957
909 Bu S	Bullock, Alan	World History, Civilization From Its Beginnings	Doubleday, 1962
901 Ha	Harrison, John Bougham	Short History of Western Civilization	Knopf, 1960
901.9 Ho S	Horizon Magazine	The Light of the Past	Am. Heritage, 1965
901.9 Li S	Life (periodical)	The Epic of Man	Golden Press, 1962
900 Li S	Life (periodical)	Life's Picture History of Western Man	Time, Inc., 1951
909 La S	Larousse Encyclopedia of Ancient and Medieval History		Harper & Row, 1963
909.82 Li	Linton, Ralph	Most of the World; the People of Africa, Latin America, and the East Today	Columbia Univ., 1949
909 Ma	Man's Past and Progress:	The Story of Civilization	International Graphic Society, 1961
901 Mu	Muller, Herbert J.	Freedom in the Ancient World	Harper, 1961
901 Mu	Muller, Herbert J.	Freedom in the Western World	Harper, 1963
901 Sm	Smith, Golden	The Heritage of Man	Scriber, 1960
909 Va	VanLoon, Hendrik	Story of Mankind	Liveright, 1951
909 Wr S	Wright, Esmond	The McGraw-Hill Illustrated World History	McGraw-Hill

LIBRARY RESOURCES

Contributions of Greece and Ancient Rome

937.06 Af	Africa, Thomas W.	Rome of the Caesars	Wiley, 1965
913.38 Al	Alsop, Joseph	From the Silent Earth	Harper, 1964
938 As	Asimov, Isaac	The Greeks: A Great Adventure	Houghton, 1965
937.06 As	Asimov, Isaac	The Roman Empire	Houghton, 1967
913.37 Ba	Bailey, Cyril, ed.	Legacy of Rome	Clarendon Press, 1938
938 Ba	Barker, Derek Roland	Story of Ancient Athens	St. Martin's Press, 1960
937 Ch	Church, Alfred John	Roman Life in the Days of Cicero	Biblo & Tannen, 1959
913.39 Co	Cottrell, Leonard	Bull of Minos	Rinehart, 1958
913.37 Co	Cowell, F. R.	Everyday Life in Ancient Rome	Putnam, 1961
913.38 Da	Davis, William Stearns	Day in Old Athens	Allyn & Bacon, 1960
913.37 Da	Davis, William Stearns	Day in Old Rome	Allyn, 1925
930 Fa	Falls, Charles Buckles	The First 3000 Years	Viking, 1961
938 Fi	Finley, M.	The Ancient Greeks	Viking, 1963
938 Fl	Flaceliere, Robert	Daily Life in Greece at the Time of Pericles	Macmillan, 1966
937 He	Heichelheim, Fritz M.	A History of the Roman People	Prentice-Hall, 1962
913.37 Jo	Johnston, Harold W.	Private Life of the Romans	Scott, 1922
913.37 Jo	Johnston, Mary	Roman Life	Scott, 1957

938 Li	Life (periodical)	Classical Greece	Time, 1965
913.38 Ma	McDonald, William A.	Progress into the Past	Macmillan, 1967
937 Mi	Mills, Dorothy	Book of the Ancient Romans	Putnam, 1927
930 Mi	Mills, Dorothy	Book of the Ancient World for Younger Readers	Putnam, 1963
938 Pa	Payne, Robert	Ancient Greece	Norton, 1964
913.39 Ph	Phillips, E. D.	The Royal Hordes	McGraw, 1965
913.38 Qu	Quennell, Marjorie	Everday Things in Ancient Greece	Putnam, 1954
914.56 Ri	Rice, David	Constantinople from Byzantium to Istanbul	Stein, 1965
935 Ro	Roux, Georges	Ancient Iraq	World Pub., 1965
938 Se	Selincourt, Aubrey de	The World of Herodotus	Little, 1962
913.37 Sh	Showerman, Grant	Rome and the Romans	Macmillan, 1931
913.38 St	Stobart, J. C.	The Glory That Was Greece	Hawthorn, 1964
937 Ta	Taylor, Duncan	Ancient Rome	Roy, 1960
913.37 Tr	Treble, H. A.	Everyday Life in Rome	Oxford, 1953
930 Un	Unstead, Robert John	Looking at Ancient History	Macmillan, 1960
913.37 Va	Vaughan, Agnes Carr	Those Mysterious Etruscans	Doubleday, 1964
913.37 Vo	Von Hagen, Victor W.	The Roads That Led to Rome	World, 1967
938 Wo	Workman, B. K.	They Saw It Happen In Classical	Barnes & Noble, 1964
913.38 Mi	Mireauz, Emile	Daily Life in the Time of Homer	Macmillan, 1959

UNIT II - FEUDALISM AND THE CHURCH IN THE MIDDLE AGES

Introduction

This unit will focus upon the fall of the Roman Empire and the development of new ways of life in Western Europe. Major emphasis is upon the growth of the Christian Church and its involvement in political, economic, and cultural development in Europe. This unit will also introduce the Eastern Roman Empire and its Byzantium culture.

Objectives:

1. The student should know how and why the great Frankish Empire developed.

2. The student should understand how the Eastern Roman Empire split from the west and became the great Byzantine Empire.

3. The student should understand life in a feudal society where the masses are economically and politically weak and only a few (the nobles) are politically and economically strong.

4. The student should understand that the Christian Church in the Middle Ages had great temporal as well as spiritual power.

5. The student should realize that although it seemed as if little progress was being made, many changes in government, religion, philosophy, architecture, arts and education were developing and Western Europe was emerging from the Middle Ages.

Objectives	Activities	Instructional Resources
The student should know how and why the great Frankish Empire developed in Western Europe.	Have students do readings about Frankish Empire.	Petrovich, pp. 97-111 Rogers, Adams, Brown Good, pp. 58-62
	Show film of Western Europe to set stage for study of Medieval Europe.	IMC - Film F1195 - Western Europe: An Introduction F3032 - The Vikings: Life and Conquest
	Divide class into five groups and assign each group one of the following concepts: 1) leadership, 2) decision-making, 3) institutions, 4) citizenship, 5) ideology that supported or directed Charlemagne's Frankish Empire.	Filmstrip B-173 - Leif Ericson L
	Show filmstrip of Charlemagne's life.	Filmstrip B-172 - Charlemagne L
	Assign one group to assemble bulletin board materials on life in the Middle Ages.	
	Given the concepts of leadership, decision-making, institutions, citizenship, and ideology, student will be able to ask analytical questions that can be used to form hypotheses.	Good, pp. 62-63
	Given analytical questions and Charlemagne's capitulary, be able to develop hypotheses about Charlemagne's political system.	
The student should understand how the Eastern Roman Empire split from the West and became the great Byzantine Empire.	Have students read about Byzantine Empire. Have students analyze why the Roman Empire split and how Byzantine Culture developed.	Petrovich, pp. 111-117
The student should understand life in a feudal society where the masses are economically and politically weak and only a few (the nobles) are politically and economically strong.	Have students read about feudal life in the Middle Ages.	Petrovich, pp. 121-138 Rogers, Adams, Brown, 174-186, 197-206

Objectives	Activities	Instructional Resources
	Show film about Middle Ages.	IMC - Film F3097 - Life in a Medieval Town
	Show filmstrip about life in the Middle Ages. Have class compare the "classes" of society during the Middle Ages.	Filmstrips B-156 - The Medieval Manor L B-165 - Feudalism L B-157 - The Medieval Manor L B-158 - The Town and Its Guilds L B-159 - The Town and Its Guilds L B-167 - Medieval Towns and Cities L B-160 - The Knight and His Training L B-161 - The Knight and His Training L
	Use transparencies to depict Medieval Era to student.	IMC - Transparency TP9014 - The Medieval Era
The student should understand that the Christian Church in the Middle Ages had great temperal as well as spiritual power.	Have students do readings about the Middle Ages.	Petrovich, pp. 139-143
	Have students make a chart showing the temperal powers assumed by the Church during this historical period.	Rogers, Adams, Brown, pp. 168-173, 187-196, 207-216
	Show filmstrip about the role of the Church during the Middle Ages.	Filmstrip B-166 - The Medieval Church L B-162 - The Crusades and Their Significance L B-163 - The Crusades and Their Significance L
	Given pictures of medieval cathedrals, be able to develop hypotheses about the role of the Church in medieval life.	
	Given the hypothesis that the Church played an important role in the lives of medieval men, be able to state the relationship of the Church to the medieval political, economic, and social systems.	

Objectives	Activities	Instructional Resources
The student should realize that although it seemed as if little progress was being made, many changes in government, religion, philosophy, architecture, arts and education were developing during the Middle Ages.	Have students read about religious orders. Divide class into five groups and develop reports about the following concepts: 1) Education, 2) Agriculture, 3) Art, 4) Literature, 5) Philosophy which the different religious orders helped develop.	Petrovich, pp. 144-150 Rogers, Adams, Brown, pp. 207-217 Good, pp. 69-70 Filmstrips FS-940.1-Mi, B-168 - Middle Ages K, L Medieval Heritage Series B-170 - The Bayeux Tapestry L B-171 - Festival L

LIBRARY RESOURCES

Middle Ages

940.1 Mi	Mills, Dorothy	Middle Ages	Putnam, 1935
940.1 Pe	Penoud, Regine, ed.	The Crusades	Putnam, 1963
940.23 Si	Simon, Edith	The Reformation	Time, Inc., 1966
942.073 Ya	Spencer, Cornelia	More Hands for Man	Day, 1960
942.02 St	Stenton, Doris Mary	English Society in the Early Middle Ages	Pelican
940.18 Tr	Treece, Henry	The Crusades	Random House, 1963
942 Tr	Trevelyan, George Macaulay	Illustrated English Social History	Longmans, 1949-1951
942 Tr	Trevelyan, George Macaulay	Illustrated History of England	Longmans, 1956
940.18 We	West, Anthony	The Crusades	Random, 1954
940.1 Wi	Williams, Jay	Life in the Middle Ages	Random House, 1966
942.02 Wh	Whitelock, Dorothy	The Norman Conquest	Scribner, 1966
940.28 Wo	Wood, Anthony C.	Europe 1815-1945	McKay, 1964
940.1 Ho	Horizon Magazine	Knights of the Crusades	Am. Heritage, 1962

Unit III - RENAISSANCE AND REFORMATION

Introduction

This unit of study will examine the Renaissance spirit and the social reforms that this spirit brought about in the life of Western man. Emphasis will be placed upon the intellectual rebirth of man and the advances he made in literature, art, architecture and music and how the Renaissance influenced the world. Special attention should be given to the fact that the Renaissance reached into science, business, religion and government, all of which enabled western man to cross the bridge into Modern times.

Objectives:

1. The student should understand how the Scientific Revolution encouraged the spirit of inquiry.

2. The student should have an appreciation for the values and concerns of the Renaissance writers and artists - namely their delight in worldly pleasures, their desire to develop all human potentials, and their focus on secular matters.

3. The student should know how the expansion of Europe brought about the Commercial Revolution, the development of Capitalism, and exploration.

4. The student should understand how the authority of the Catholic Church was first questioned and how the Protestant Reformation was triggered by Luther's protest over dispensing of indulgences, and that Luther's success was due to the support of groups who found in his ideas justification for their religious, political, social, and economic interests.

5. The student should know that the Catholic Church reformed some of its practices, but retained most of her basic dogma in response to the Protestant challange.

Objectives	Activities	Instructional Resources
The student should understand how the Scientific Revolution encouraged the spirit of inquiry in western man.	Have students read about the Scientific Revolution.	Petrovich, pp. 151-165
	Have students show that the application of the spirit of the scientific method even outside of strictly scientific fields contributed to greater progress in all of the creative areas of the Renaissance man.	Rogers, Adams, Brown, pp. 218-236 Good, pp. 86-95
	Show film about the early Renaissance depicting creative skills of western man.	IMC - Films F4013 - Art of the Middle Ages F4013 - Chartres Cathedral F9060 - Renaissance
	Have students show how the great scientists of this period built upon the work of their predecessors.	
	Determine to what extent the obstacles to progress listed by Roger Bacon in the thirteenth century exist even today.	
	Use filmstrip to support lecture about creative genius.	IMC - Filmstrip FS1294 - Leonardo da Vinci
The student should have an appreciation for the values and concerns of the Renaissance writers and artists - namely their delight in worldly pleasures, their desire to develop all human potentials, and their focus on secular matters.	Have students read about Renaissance artists and writers and be able to report on their lives.	Petrovich, pp. 151-159 Rogers, Adams, Brown, pp. 220-229 Good, pp. 81-100
	Given the problem of defining the attitudes and values of Renaissance artists and members of the Renaissance elite, be able to state adjectives and phrases that characterize these attitudes and values.	Good, p. 86
	Given selections from Cellini's Autobiography, be able to select words, phrases, passages, and incidents from them that support hypotheses about Renaissance values and attitudes.	Good, p. 87

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Objectives	Activities	Instructional Resources
	Given the passages from three Renaissance writers and the hypotheses about Renaissance attitudes and values developed in the two previous lessons, be able to select passages from Reading 16 that either support or invalidate these hypotheses.	Good, pp. 92-94
	Given the selections in Reading 16, be able to modify hypotheses about Renaissance attitudes and values to account for the evidence in these selections.	
	Show filmstrips depicting Renaissance Arts.	Filmstrips B-182 - Michelangelo: the Sistine Chapel L FS-940.2-Re - Renaissance Venice K
	Show film about Renaissance art and artists.	IMC - Film F9043 - Michelangelo
	Given examples of Renaissance and medieval art and architecture, be able to state hypotheses about the differences between Renaissance and medieval attitudes that are implied in the art.	Good, p. 87
The student should know how the expansion of Europe brought about the Commercial Revolution the development of Capitalism, and European exploration.	Have students read about the Commercial Revolution.	Petrovich, pp. 165-189 Rogers, Adams, Brown, pp. 229-233
	Use transparency and lecture about the expansion of Europe, the Commercial Revolution, and exploration.	IMC - Transparencies TR9047 - Industry and Commerce in Late Middle Ages TR9049 - Age of Discovery and Trade Expansion

Objectives	Activities	Instructional Resources
	Show filmstrip about the population explosion in Europe during Middle Ages.	Filmstrips B-189 - Age of Exploration L B-164 - The Migration of Medieval Peoples L
	Have students structure maps depicting European exploration and trade routes.	
The student should understand how the authority of the Church was first questioned and how the Protestant Reformation was triggered by Luther's protest over dispensing of indulgences, and that Luther's success was due to the support of groups who found in his ideas justification for their religious, political, social, and economic interests.	Have students read about the Protestant Revolution.	Petrovich, pp. 159-165 Rogers, Adams, Brown, pp. 237-242 Good, pp. 101-122
	Use transparencies to support a lecture entitled "What Caused the Reformation?"	IMC - Transparency TR9050 - Reformation and Counter Reformation
	Use filmstrips to depict cause and effect of Protestant Reformation.	Filmstrips B-169 - The Protestant Reformation L FS-940.23-Pr - The Protestant Reformation K FS-945.05-E - The Renaissance K FS-945-Ro - Rome: 1680-1870 K
	Divide class into four groups and have them explore the values of Renaissance man in respect to 1) Religion, 2) Politics, 3) Society, and 4) Economics and why he would accept or reject the Protestant Reformation.	
	Have one group in class construct bulletin board showing Protestant Reformers and their national associations.	
	Given the problem of determining what caused the Reformation and data from several types of sources, be able to ask questions about the relationships between the events or social conditions suggested by the data and the coming of the Reformation.	Good, 101-110

Objectives	Activities	Instructional Resources
	Given analytical questions and documents from the Reformation period, be able to state hypotheses about the relationship between social, political, economic, and ideological changes in Europe and the coming of the Reformation.	Good, pp. 101-110
	Have students read about the Catholic Reformation.	Petrovich, pp. 164-165
	Have students make a list of reforms the Catholic Church did make and compare them to the Protestant demands for reform.	Rogers, Adams, Brown, pp. 242-243 Good, pp. 111-116
	Use transparency to support lecture about the Counter reformation.	IMC - Transparency TR9050 - Reformation and Counter Reformation
	Have student group explain how or when Luther's protest succeeded where others had failed because the changing political, economic, and social conditions in Europe provided support for his ideas.	
	Have student group explain why many leaders worked for reform within the Church and the work of the Jesuits and of the Council of Trent.	

Unit IV - THE EMERGENCE OF NATIONALISM - ITS CAUSE AND EFFECTS

Introduction

This unit of study will investigate the rise of Nationalism in Western Europe and its profound effects upon western man through modern times. At the basis of all nationalisms are the concepts of justice, of freedom, and of equality. These concepts became the basis for the emergence of national states, states that, in one manner or another, professed the sovereignty of man or the sovereignty of particular men.

Objectives:

1. The student should appreciate that nationalism is a phenomenon, almost impossible to identify, yet it is one of the most driving forces in modern history.

2. The student should know and understand the anatomy of Absolutism in England and France during the 17th and 19th Centuries.

3. The student should know how representative forms of government developed because of the recognition by western man of his individual sovereignty.

4. The student should know the definitions and justification of nationalism formulated by western man, and to know how definitions of nationalism have varied from place to place and from time to time.

5. The student should understand that nationalism was the product of western man and his ideas and institutions that support nationalism were diffused to the nonwestern world, and the effects this diffusion has had on the lives of western and nonwestern man.

Objectives	Activities	Instructional Resources
The student should appreciate that nationalism is a phenomenon almost impossible to identify, yet it is one of the most drawing forces in modern history.	Have students read about nationalism.	Petrovich, pp. 120-190
	Have students try to identify characteristics of "nationalism" and then show how those stated characteristics do support the phenomenon of "nationalism".	Rogers, Adams, Brown, pp. 250-278, 320-329 Good, pp. 124-131
	Show a film about nationalism.	IMC - Film F9045 - Nationalism F4043 - Lesson from Isms
	Show filmstrip to support lecture on nationalism, competition, and western man.	Filmstrip FS-973.3-Am - American Revolution K
The student should know and understand the anatomy of Absolutism in England and France during the 17th and 18th Centuries.	Have students read about the unification of France and England during this historical era.	Petrovich, pp. 182-190 Rogers, Adams, Brown, pp. 265-278, 320-329 Good, pp. 124-126
	Show film about Absolutism and national unity.	IMC - Film F3104 - United Kingdom: England and Whales
	Show filmstrip about France and/or England depicting Absolutism.	Filmstrip FS-942-Wo - 18th Century England FS-944-FR - France in the 18th Century
	Given documents from the Tudor period and the problem of defining nation and nationalism, be able to state hypotheses about the meaning of the words to sixteenth-century Englishmen.	Good, pp. 280-284

Objectives	Activities	Instructional Resources
	Given the problem of determining the effects of an absolute monarch on the political system, be able to ask analytical questions about the relationship between Louis' attributes and the nature of leadership, decision-making, institutions, and citizenship in an absolute monarchy. Given analytical questions and data concerning Louis' absolute monarchy, be able to state hypotheses about the relationship between the king's attributes and the nature of leadership, decision-making, institutions, and citizenship in an absolute monarchy.	Good, pp. 146-155
The student should know how representative forms of government developed because of the recognition by western man of his individual sovereignty.	Have students read about the formation of Parliament.	Petrovich, pp. 191-196 Adams, Rogers, Brown, Good, pp. 123-144
	Show filmstrip about the development of representative government.	Filmstrips FS-340.09-MA - Man the Lawmaker FS-320.3-MA - Man's Government FS-323.4-MA - Man's Search for Liberty
	Given information on a chronological chart suggesting why the barons wrote Magna Carta, be able to ask analytical questions that point up the interrelationship between John's actions and the barons' grievances. Given excerpts from Magna Carta, be able to ask analytical questions about the effect of Magna Carta on leadership, decision-making, citizenship, institutions, and ideology in the English political system.	Good, pp. 125-128

Objectives	Activities	Instructional Resources
	Given analytical questions, a chronology of John's reign, and excerpts from Magna Carta, be able to develop hypotheses about why John signed the document and how it changed the English political system.	
	Given information on how Parliament changed as an institution, be able to ask analytical questions about the effects these changes had on leadership, decision-making and citizenship.	Good, pp. 129-137
	Given analytical questions and the historical essay, be able to form hypotheses about the effects changes in Parliament had on leadership, decision-making, and citizenship.	
The student should know the definitions and justifications of nationalism formulated by western man, and to know how definitions of nationalism have varied from place to place and from time to time; and that nationalism has become the unifying tool in either a democratic or undemocratic society.	Have students read about the development of national states that differ in their national origin.	Petrovich, pp. 217-234 Rogers, Adams, Brown, pp. 418-434, 436-469 Good, pp. 279-298
	Use transparencies to depict the growth of Western Europe into individual states.	IMC - Transparencies TR9051 - Colonial Powers: 1783 TR9052 - Napoleonic Empire: 1812 TR9053 - Europe After the Congress of Vienna: 1815 TR9054 - Europe in 1871
	Have students compare the development of Italy and Germany as national states and how nationalism was used to bring about political unification of each state.	

Objectives	Activities	Instructional Resources
	Show film that depicts the nature and characteristics of the people that make up the different national states of Western Europe.	IMC - Films F3042 - British Isles: The Land and People F4026 - Scandinavia: Norway, Sweden, Denmark F1196 - Western Germany: Land and People F3145 - Spanish Community Life
	Use filmstrip to explain different characteristics that support national structures in the western world today.	Filmstrips B-239 - France, The Country and Its People B-201 - Switzerland B-202 - Portugal B-203 - France B-209 - Spain B-213 - Italy
	Given the definition of nationalism developed in reading documents from nineteenth-century Italy, be able, in the light of new evidence, to revise this definition by indicating how Tudor nationalism and nineteenth-century nationalism were different and similar.	Good, pp. 285-289
	Know that as conditions in Germany changed, the meaning of nationalism changed. Know one definition of nationalism for each stage of Germany's development--namely, the liberal nationalism of Humboldt prior to 1848, the dynastic nationalism of Bismark after 1848, and the statism of Treitschke after 1871.	Good, pp. 290-294

Objectives	Activities	Instructional Resources
	Given several definitions of nationalism, be able to determine what the definitions have in common and why they differ.	Good, p. 295
The student should understand that nationalism was the product of western man and his ideas and institutions that support nationalism were diffused to the nonwestern world, and the effects this diffusion had on the lives of western and non-western man.	Have students read about colonialism and imperialism.	Petrovich, pp. 267-269, 372-399, 472-476, 521-530, 560-573, 637-646 Rogers, Adams, Brown, pp. 562-581, 636-652, 668-673, 698-712. Good, pp. 370-379
	Show film depicting colonialism and imperialism. Divide class into four groups. Have them research cultural assimilations in the four geographical areas of 1) Middle East, 2) Africa, 3) Latin America, 4) Asia.	IMC - Films F8026 - Maps for a Changing World F4117 - South African Essay: Fruit of Fear F4118 - South African Essay: One Nation Two Nationalisms
	Use transparencies to support lecture about the nonwestern world rejecting western culture and suppression.	IMC - Transparency TR9064 - Decline of Western Colonialism in Asia: 1954
	Have students debate what aspects of western nationalism have been diffused to the nonwest - how western nationalism might change or has changed nonwestern cultures.	Rogers, Adams, Brown, pp. 705-712 Good, pp. 370-379

Unit V - REVOLUTIONS OF RISING EXPECTATIONS - AGRICULTURAL, INDUSTRIAL, POLITICAL

Introduction

This unit of study will focus upon the many complex and interrelated revolutions that changed western man's society from one that was provincial, dogmatic, and domestic to one that became more liberal, international, and technological. Major emphasis will be placed upon the political and Industrial revolutions. Basic emphasis will be placed upon the agricultural revolution upon which all other revolutions were predicated.

Objectives:

1. The student should understand that with the development of scientific thought in the 16th and 17th Centuries, observation, experimentation, and reason replaced Divine Revelation, Church authority, and Greek philosophy as the principal source of truth.

2. The student should know that a market economy in which the fundamental economic decisions are based on consumer demand developed in Europe.

3. The student should know that during the 18th and 19th Century, changes in European society resulted in the development of an economy based upon machines driven by power, and that changes in human resources and increase in capital resources made the economy capable of self-sustained growth.

4. The student should know that the French Revolution attempted to incorporate the changes that had been made over the past five hundred years, and this Revolution encouraged a more egalitarian social system, a spirit of nationalism, and the extension of more liberty to more people.

5. The student should understand that the movements and events that produced fundamental changes in European society resulted from a complex network of causes.

Objectives	Activities	Instructional Resources
The student should understand that with the development of scientific thought in the 16th and 17th Centuries, observation, experimentation, and reason replaced Divine Revelation, Church authority, and Greek philosophy as the principal source of truth.	Have students read about the scientific revolution in Europe. Divide the class into six groups: Assign each group one of the selections, as follows: 1) Medieval Astronomy, 2) Medieval scientist, 3) Encyclopedia of Science, 4) Aristotle, 5) St. Thomas Aquinas, 6) Roger Bacon. Have students determine the methods and purpose of Medieval thought.	Petrovich, pp. 156-158 Rogers, Adams, Brown, pp. 234-236 Good, pp. 167-186 The students should determine the assumptions made by medieval men. Group A should indicate that medieval ideas about the universe were often derived from the Bible and that the author used astronomy to illustrate the glory and omnipotence of God and Jesus Christ. Group B should recognize that Abelard based his explanation on reasoning and experience, just as modern men does. He failed, however, to test his proposition with direct observation. Group C should realize that science was used to teach moral lessons and that the natural laws underlying physical phenomena were often ignored. Group D should see that Averroes believed Aristotle's knowledge was definitive, and that such an attitu would inhibit further exploration. Group E should recogni:

Objectives	Activities	Resources
		that Aquinas believed in the supremacy of Divine Revelation although he admitted the usefulness of reason. Group F should realize that Bacon, with his faith in reason and emphasis on experience, was a precursor of modern science. Have each group report to the class.
	Given selections from the writings of medieval scientists and popularizers of science, be able to state hypotheses concerning the differences between the assumptions of medieval and modern science.	Good, pp. 167-172
	Given hypotheses about the differences between medieval and modern science, be able to ask questions about what changes affecting western Europe encouraged the development of modern science.	Good, pp. 174-179
	Have students discuss how the use of scientific research helped bring about the agricultural revolution in Europe.	Good, pp. 219-220
	Show film about agricultural revolution.	Film - FREE Yesterday and Tomorrow: A History of Farming (International Harvester Co.)
	Show filmstrip about scientific and agricultural revolution.	IMC - Filmstrip FS1259 - Science and Invention FS1251 - Machines on the Farm

Objectives	Activities	Instructional Resources
The student should know that a market economy in which the fundamental economic decisions are based on consumer demand developed in Europe.	Have students read about capitalism and basic economics of supply and demand.	Petrovich, pp. 165-169 Rogers, Adams, Brown, pp 279-281 Good, pp. 187-208-
	Use transparencies to support lecture on how capitalism promoted colonialism.	IMC - Transparencies TR9012 - The American Colonies and the British Empire: 1870
	Use filmstrip to explain market economy and capital investment	IMC - Filmstrip FS1330 - What is Profit?
	Given documents from the thirteenth, seventeenth, and early eighteenth centuries, be able to use the data to validate or modify hypotheses about changes in the medieval economy that produced a market economy.	Good, pp. 189-192
	Have a student group research and explain how Adam Smith's theory of the market was influenced by his times, particularly the problems associated with mercantilism, the aim of the Enlightenment to find natural laws that goverened all aspects of the universe, the existence of small-scale industry in eighteenth-century Britain, and the absence of national laws governing economic activity.	Good, pp. 198-202
	Have a student group research and explain how Protestant values, the emerging national monarchies, the changing condition of the serfs, the reduction in the power of the guilds, and the rising status of the mercantile class loosened the hold of tradition on economic decision-making.	Good, pp. 189-198

Objectives	Activities	Instructional Resources
	Have all students discuss the following questions: 1. How did Smith's environment help to shape his economic theory? What assumptions did he begin with? 2. What did Smith believe to be the fundamental purpose of production? How does his view compare with Colbert's? with that of St. Thomas Aquinas?	Petrovich, pp. 235-265 Rogers, Adams, Brown, pp. 281-291 Good, pp. 209-230
The student should know that 18th and 19th Century changes in European society resulted in the development of an economy based upon machines drawn by power, and that changes in human resources and increase in capital resources made the economy capable of self-sustained growth.	Use transparencies to support lecture "The Coming of the Industrial Revolution".	IMC - Transparencies TR9047 - Industry and Commerce in Medieval Europe TR9055 - Industrialization of the World - Expansion of the Industrial Revolution
	Show film about the Industrial Revolution.	Films - FREE Industrial Revolution (Encyclopedia Britannica Film, Inc.) Meaning of the Industrial Revolution (Coronet Films)
	Show filmstrip about Industrial Revolution.	Filmstrip Coming of the Machine (Informative Classroom Picture Publishers) Mechanical and Industrial Progress (Society for Visual Education)

Objectives	Activities	Instructional Resources
	Divide class into five groups. Have them research and explain the following: 1) that technological improvements in agriculture decreased the number of men needed for farming so that more men could pursue careers in industry 2) that technological improvements increased industrial production 3) that cotton textile production, increasing sharply between 1780 and 1790, stimulated the growth of other industries 4) that the British economy started to grow rapidly in the last half of the eighteenth century because a combination of political, social, intellectual, and economic forces stimulated investment in capital resources and channeled human resources into industry 5) that the growth of industrialism in Britain contributed to unhealthful, degrading living and working conditions for some people, but that it also improved living and working conditions for others and increased productivity so that more individuals could have material goods	Good, pp. 209-230
	Given hypotheses developed earlier and the information in the historical essay, be able to state generalizations about economic growth in terms of human and capital resources.	
	Given hypotheses about the transitions needed to bring about economic growth and data about technology and production in eighteenth-century Britain, be able to state generalizations about the causes of these transitions.	

Objectives	Activities	Resources
The student should know that the French Revolution attempted to incorporate the changes that had been made over the past five centuries, and this revolution encouraged a more equalitarian social system, a spirit of nationalism, and the extension of more liberty for more people.	Have students read about the French Revolution.	Petrovich, pp. 191-216 Rogers, Adams, Brown, pp. 330-348 Good, pp. 231-253
	Show film about French Revolution.	Film The Age of Enlightment in Europe (Coronet Films)
	Have students discuss and list what the political, social, and economic causes of the French Revolution were.	
	Show slides to support lecture on "cause and effect" of the French Revolution.	Filmstrip FS-973.2-Ca - Causes of the Revolution K FS-973.3-Am - American Revolution w/manual K
	Have students compare the American and French Revolution.	
	Show slides about the French Revolution, its aftermath, Napoleon Bonaparte and nationalism.	Slides 944-Re - La revolution de 1789 (9 slides w/manual) K 921-N162 - Napoleon I (10 slides w/manual) K 944-Re - Le regne de Louis XIV (9 slides w/manual) K
	Have student listen to record about Napoleon.	Record Rec.-S-NA - Napoleon and the Battle of Waterloo K

Objectives	Activities	Instructional Resources
	Have students discuss how Locke and Rousseau argued that government should be more responsive to the needs and desires of citizens and that government existed at their sufferance.	
	Given ideas from the theory of divine right and excerpts from the writings of Locke and Rousseau, be able to state hypotheses about the changes in political theory during the eighteenth century.	
	Discuss with students how Napoleon used democratic forms to destroy deomcracy and develop a military dictatorship.	
	Lecture on how Napoleon made himself master of Europe and in doing so spread the seeds of liberty throughout the continent.	
The student should understand that the movements and events that produced fundamental changes in European society resulted from a complex network of causes.	Have students read about the Old Regime, the Congress of Vienna, and the Isms.	Petrovich, Survey Units 8-9-10
	Lecture about Count Metternich and the Concert of Europe.	Rogers, Adams, Brown, Survey Chapters 38-40-41-43-45-47-48
		Good, pp. 255-278
	Use filmstrip to show how the laboring man struggled for rights.	Filmstrip FS-331.09-MA - Man the Laborer K
	Given analytical questions developed in the previous class and nineteenth-century documents, be able to develop hypotheses regarding nineteenth-century inequalities in terms of role, status, norms, and social class.	

Objectives	Activities	Instructional Resources
	Given the problem of determining the origins of inequalities and documents from the nineteenth century, be able to state hypotheses about why inequalities existed.	Good, pp. 264-266
	Use transparencies to support lectures about the emergence of Democratic Socialism and Communism.	Transparency Communism (Kennedy H.S. S. S. Resource Center)
	Lecture and discuss with students "the origin of the Militarized Industrialized Complex".	

LIBRARY RESOURCES

Great Britain

942.08 Au	Ausubel, H.	Late Victorians	Van Nostrand, 1955
320 Br	Brinton, C.	English Political Thought in the 19th Century	Harper, 1962
942 Ch	Cheyney, E.	Short History of England	Ginn, 1960
942 Ch	Churchill, W.	History of the English Speaking Peoples	Dodd, 1956
952.073 Co	Cooper, L.	Age of Wellington	Dodd, 1963
940.23 Du	Durant, W.	Age of Reason Begins	Schuster, 1961
942 Fa	Farjeon, E.	Kings and Queens	Lippincott, 1953
330.942 Fl	Flinn, M.	Economic and Social History of Britain	St. Martins, 1961
942 Ha	Halliday, F.	Concise History of England	Viking, 1964
942 Ma	McElwee, W.	Story of England	Roy, 1961
942 Li	Life	Britain	Time, 1961
338.9 Ma	Mantoux, P.	Industrial Revolution in the 18th Century	Cape, 1961
942.08 Ma	Marriot, J.	England Since Waterloo	Barnes, n. d.
942 Mi	Minney, R.	No. 10 Downing Street	Little, 1963
942 Mi	Mitchell, R.	History of the English People	Longmans, 1950
942.08 Pe	Petrie, C.	Victorians	McKay, 1961

914.2 Qu	Quennell, P.	Past We Share	Prometheus, 1960
914.2 Re	Reader, W.	Life in Victorian England	Putnam, 1964
942 Sa	Sampson, A.	Anatomy of Britain	Harper, 1962
942.08 Sc	Schuyler, R.	British Constitutional History Since 1832	Van Nostrand, 1957
942 Sc	Schuyler, R.	Cardinal Documents in British History	Van Nostrand, 1961
942 Sm	Smellie, K.	Great Britain Since 1688	Michigan U., 1962
942.073 Ya	Spencer, C.	More Hands for Man	Day, 1960
942 St	Street, A.	Land of the English People	Lippincott, 1953
942.08 Th	Thomson, D.	England in the Nineteenth Century	Penguin, 1959
920 Tr	Trease, G.	Seven Kings of England	Vanguard, 1955
942 Tr	Treece, H.	Castles and Kings	Criterion Bks., 1959
942 Tr	Trevelyan, G.	Illustrated English Social History - Volume 4	Longmans, 1949-51
942 Tr	Trevelyan, G.	Illustrated History of England	Longmans, 1956
942 Us	Usherwood, S.	Reign by Reign	Norton, 1960
942 Wi	Williamson, J.	English Channel	World, 1960
921 C471	Churchill, W.	Frontiers and Wars	Harcourt, 1962
921 D631	Maurois, A.	Disraeli	Modern Lib., 1928
921 E141	Miller, H.	Undoubted Queen	Doubleday, 1958
921 V66	Strachey, G.	Queen Victoria	Harcourt, 1921

LIBRARY RESOURCES

France

944 Br	Brogan, D.	French Nation	Harper, 1957
914.4 Du	Duby, G.	History of French Civilization	Random, 1964
944 Ga	Gagnon, P.	France Since 1789	Harper, 1964
944 Gu	Guerard, A.	France, A Modern History	Michigan U., 1959
944.04 Ko	Kohn, H.	Making of the Modern French Mind	Van Nostrand, 1955
921 T14	Komroff, M.	Talleyrand	Messner, 1965
944 Mo	Moraze, C.	French and the Republic	Cornell U., 1956
944 Se	Sedgwick, A.	Childhood in Brittany Eighty Years Ago	Houghton, 1919
944 Se	Sedwick, H.	France, A Short History	Little, 1929
944.06 So	Soltau, R.	French Political Thought in the 19th Century	Russell, 1959
914.4 Ba	Barry, Joseph	France	Macmillan, 1965
914.4 Br	Bragdon, Lillian J.	Land and People of France	Lippincott, 1960
914.4 Cl	Clark, Sydney Aylmer	All the Best in France	Dodd, 1957
940.51 Cz	Czernin, Ferdinand	Versailles, 1919	Putnam, 1964
914.4 De S	Descharnes, Robert	The Versailles I Love	Tudor, 1960
944.04 Ho	Horizon Magazine	The French Revolution	Am. Heritage, 1965

944.083 Is	Isenberg, Irwin, ed.	France Under De Gaulle	Wilson, H. W., 1967
944 Li	Life (periodical)	France	Time, Inc., 1960
940.54 Wi	Wilhelm, Maria	For the Glory of France	Messner, 1968
914.4 Pa	Payne, Robert	The Splendor of France	Harper & Row, 1963

LIBRARY RESOURCES

Germany, Benelux, Central Europe, Scandanavia

943 Di	Dill, M.	Germany	Michigan U., 1961
943.6 Ko	Kohn, H.	Habsburg Empire	Van Nostrand, 1961
943 Me	Merkl, P.	Germany: Yesterday and Today	Oxford, 1965
943 Sn	Snyder, L.	Basic History of Modern Germany	Van Nostrand, 1957
943.08 We	Werstein, I.	Franco-Prussian War	Messner, 1965
943 Wo	Wohlrabe, R.	Land and People of Germany	Lippincott, 1957
943.6 Wo	Wohlrabe, R.	Land and People of Austria	Lippincott, 1956
914.3 Kn	Knight, David C.	The First Book of Berlin	Watts, F., 1967
914.3 Lo	Lobsenz, Norman M.	First Book of West Germany	Watts, F., 1959
914.94 Gi	Gidal, Sonja	My Village in Switzerland	Random, 1961
914.94 Ku	Kubly, Herbert	Switzerland	Time, Inc., 1964
949.3 Lo	Loder, D.	Land and People of Belgium	Lippincott, 1957
949.2 Ba	Barnouw, A.	Pageant of Netherlands History	Longman, 1952
914.8 Co	Connery, Donald S.	The Scandinavians	Simon & Schuster, 1966
914.81 Ha	Hall, Elvajean	The Land and People of Norway	Lippincott, 1963
949.3 Ey	Eyck, F.	Benelux Countries	Van Nostrand, 1959

Unit VI - WORLD CONFLICTS IN THE 20TH CENTURY

Introduction

This unit of study will examine the cause and effect of wars during the 20th Century with major emphasis on World Wars I and II. It will also reflect upon how various aspects of modern history have changed the nature of warfare in the twentieth century from conflicts between great powers and the danger of nuclear war to that of small isolated conflicts and the use of guerrilla warfare.

Objectives:

1. The student should know that extreme nationalism, economic rivalry and military alliances all played a vital role in causing World War I and that World War I was a test of military defense, staying power, morale, and the Paris Peace Conference and the Treaty of Versailles would have to be considered diplomatic failures.

2. The student should know that isolationism, economic depression, and failure of the democratic political systems helped the rise of Communism, Fascism and Nazism and that many of the basic evils which gave birth to World War I also gave birth to World War II and additional causes were born out of World War I.

3. The student should know the basic historiography of World War II, that the Axis powers were successful until about 1942, then the allied powers mounted a successful drive to victory in a war that was global, total, and gigantic in costs, casualties, and cruelties.

4. The student should understand that Russia and the United States emerged from World War II as super powers, each the leading state in opposite political camps buffered by a third camp of neutrals. Political camps that exist in an atmosphere of suspicion, mistrust, intrigue, and fear upon a world pock-marked by war and human failure; a world abundant with materialistic goods and technological success.

Objectives	Activities	Instructional Resources
The student should know that extreme nationalism, economic rivalry and military alliances all played a vital role in causing World War I and that World War I was a test of military defense, staying power, morale; and the Paris Peace Conference and the Treaty of Versailles would have to be considered diplomatic failures.	Have student read about World War I.	Petrovich, pp. 266-283
	Have student group structure bulletin board depicting Axis and Allied powers and what their points of conflict were in respect to economics and imperialism.	Rogers, Adams, Brown, pp. 705-521, 502-511 Good, pp. 299-326
	Have each student do a map study showing the basic battles of World War I on all fronts.	
	Have students discuss Fredrick the Great's statement: "Diplomacy without force is like music without instruments".	
	Show filmstrip about World War I.	Filmstrip The Nature of Modern War: World War I
	Have students read novel "All Quiet on the Western Front" and discuss individual values of characters involved.	Remarque, Erich Maria, All Quiet on the Western Front
	Given photographs from World War I, be able to state the relationship between the currents of modern history and the conduct of modern warfare.	
	Given documents written during and after World War I, be able to determine how European attitudes toward nationalist ideals changed during the war.	
	Divide class into three groups to research and explain: 1) that Wilson's Fourteen Points were designed to offset those factors that had brought on the war--namely, to offset nationalist tensions through self-determination, to offset armaments buildup by disarmament, and to offset international conflicts through collective security.	Record Rec-S-WO - Woodrow Wilson' "Fourteen Points'

Objectives	Activities	Instructional Resources
	2) that the Treaty of Versailles punished Germany severely, attempting to reduce the nation's power to make war 3) that the Germans bitterly resented the treaty terms Given hypotheses about the causes of World War I, be able to establish criteria for determining the potential of the Versailles Treaty for maintaining peace. Given criteria for judging peace terms, be able to evaluate the Fourteen Points and the Versailles Treaty in terms of their potential for maintaining peace.	
The student should know that isolationism, economic depression and failure of the democratic political systems helped the rise of Communism, Fascism and Nazism, and that many of the basic evils which gave birth to World War I also gave birth to World War II and additional causes were born out of World War I.	Have students read about historical events during the era between the two World Wars. Show film about the following concepts: 1) Isolationism 2) Economic depression 3) Communism 4) Fascism 5) Nazism Have students display bulletin board materials that depict the leaders of Totalitarism and Democratic States of the world from 1920-1940. Have students discuss those causes for World War I that were again responsible for World War II. Have class conduct a mock League of Nations Assembly, handling the problem of Italy's invasion of Ethopia.	Petrovich, pp. 284-309, 310-371 Rogers, Adams, Brown, pp. 722-729, 422-425, 452-460, 533,549 Good, pp. 327-346, 347-369 IMC - Films F4050 - The Twisted Cross F3031 - Road to World War II F4045 - The Golden Twenties F4122 - Life in the '30's F4024 - Not So Long Ago Films Lenin and Trotsky Italy Inside Nazi Germany Road to World War II Despotism (insight into Fascism and Communism) (McGraw-Hill Text Film Dept.)

Objectives	Activities	Instructional Resources
		Film Second World War: Prelude to Conflict (Encyclopedia Britannica Films, Inc.)
		Film Lights Out in Europe (Brandon Films, Inc.)
	Show filmstrips about this chaotic period of history.	Filmstrip FS-973-Am - America and the World K
	Have class listen to records about important historical events from 1919-'45.	Records Rec-S-Mu - Murrow, Edward R I can hear it now, Vol: 3-1919-1932, ML4340 Vol: 1-1935-1945, ML4095
	Given data about pre-Nazi Germany, be able to develop a number of hypotheses about the reasons why Hitler came to power in 1933.	Good, pp. 358-359
	Given the problem of defining the nature of imperial Russian society, be able to ask analytical questions drawn from political science, economics, and sociology.	
	Given analytical questions and an eyewitness description of Russian society at the turn of the nineteenth century, be able to state hypotheses about the Russian traditions, folkways, and habits of mind that would contribute to the building of a totalitarian regime.	Good, pp. 328-334

Objectives	Activities	Instructional Resources
The student should know the basic historiography of World War II, that the Axis powers were successful until about 1942 then the Allied powers mounted a successful drive to victory in a war that was global, total, and gigantic in costs, casualties, and cruelties.	Have students read about World War II.	Petrovich, pp. 660-707 Rogers, Adams, Brown, pp. 730-751 Good, pp. 363
	Use transparencies to support lecture about the alignment of Allied and Axis powers. Have student structure maps depicitng the theaters of War. a) European b) North African c) Pacific d) Far East	Transparencies World War II (Kennedy H. S Social Studies Resource Center) TR9060 - Europe at the Outbreak of World War II (IMC) TR9062 - World War II in Europe and Northern Africa (IMC) TR9063 - World War II in the Pacific (IMC)
	Show film about World War II. Give lectures about individual military leaders of both Axis and Allied powers and the historiography of major battles during World War II. Assign research papers restricting it to individuals, and events of World War II.	Films The Nazis Strike (United World Films) Divide and Conquer(Nazi blitzkrieg in Belgium and Holland - United World Films) Prelude to War (Nazi and Fascist aggression before Pearl Harbor. - United World Films) (McGraw-Hill Text Film Department)

Objectives	Activities	Instructional Resources
	Divide class into groups - have them research and report about the following events: 1) Battle of Britain 2) Stalingrad 3) Battle of Coral Sea and Midway 4) Midway 5) Tarawa	Films The Normandy Invasion (U. S. Coast Guard) Liberation of Paris (Film Images, Inc.) Report From Burma (jungle fighting in W. W. II - British Info. Services) Japan's Surrender (in W. W. II - Official Films, Inc.) The Government of Japan (before and during W. W. II, 18 min; #1058 - U. S. Army Pictorial Service) Here is China (before and during W. W. II - N. Y. University Film Library) Germany Surrenders (in W. W. II - Official Films, Inc.) World at War - 1939-1941 (Official Films, Inc.) World War II - Overseas (Filmstrip; 67 frames, Soc. for Visual Ed.)
	Have students listen to records about World War II and discuss.	Records Rec-S-Wo - World War II - Bud Greenspan Riverside 7511/12 Rec-S-Ch - Churchill, Sir Winston S. Mercury MGP-2-104

Objectives	Activities	Instructional Resources
		Records Rec-S-Al - Guadalcanal Diary ERL-122 Rec-S-Li - Literature of World War I and II LE-1680
	Given the background of events that make up World War II, be able to discuss the justification, if any, of the destruction of Hiroshima and Nagasaki by atomic bombs.	Hershey, John, Hiroshima
The student should understand that Russia and the United States emerged from World War II as super powers, each the leading state in opposite political camps buffered by a third camp of neutrals. Political camps that exist in an atmosphere of suspicion, mistrust, intrigue, and fear upon a world pock marked by war and human failure; a world abundant with materialistic goods and technological success.	Have students read about the post-war world.	Petrovich, pp. 708-781 Rogers, Adams, Brown, pp. 752-785
	Show film about post-war period.	IMC - Films F4046 - Aftermath of World War II F3108 - The Cold War F3146 - Russian Life Today F3206 - U. S. S. R. - Family of Tashkent F4092 - To Each a Rightful Share Films Life in the Iron Curtain Countries Today (Soc. for Visual Ed.) Peoples of the Soviet Unio (International Film Founda tion, Inc.)

Objectives	Activities	Instructional Resources
	Use filmstrip to describe split between U. S. and U. S. S. R.	Filmstrips B-230 - Russia and the Satellite Empire - March 1961 L B-233 - How Strong is Russia Now? - January 1959 L B-79 - Two Decades of Cold War - May 1965 L B-243 - Progress Report-- Yugoslavia L B-244 - U. S. S. R. - - The Land and People L B-81 - Cuba: Caribbean Powder Keg - April 1961 L B-220 - Turmoil in the Arab World - May 1959 L
	Discuss the Korean War and the role of the United Nations.	
	Have students structure bulletin board displaying Communist Nations, Neutral Nations and Pro-western Nations.	
	Have students carry out mock General Assembly of United Nations, considering the following problems of international concern: 1) Arab - Israeli conflict 2) Seating of Red China in the United Nations 3) Conflict in S. E. Asia (Vietnam) 4) Atomic testing and controls 5) Cuban Revolution	Tapes T1268 - The United Nation's Presence in Africa: Force for Peace and Progress T1402 - Classroom U. S. A. Vietnam Issues T1270 - Disarmament - Will Patience Pay Off? T1265 - Does the World Want a Solvent United Nations? T1274 - International Law as seen by Communists and Underdeveloped Nations
	Have students discuss and debate the proposition "What good is the United Nations"?	

Objectives	Activities	Instructional Resources
		Tapes T1266 - New Images of the United Nations T1261 - Operation Suicide Is It Inevitable? T1269 - Our Role in the United Nations T1262 - Peace, What We Must Do T1263 - President Kennedy' Address to the U.N T1260 - Responsibilities to the Past and Future T1273 - The Space Age Challenges the United Nations T1271 - Understanding: Stepping Stones to Peace

LIBRARY RESOURCES

Modern Conflict

940.3 Am	American Heritage	American Heritage History of World War I	Am. Heritage, 1964
940.5 Ar	Aron, R.	Century of Total War	Doubleday, 1954
940.4 Ba	Baldwin, H.	World War I	Harper, 1962
940.2 Be	Becker, C.	Modern History: Europe Since 1600	Burdett, 1964
940.42 Bl	Blond, G.	Verdun	Macmillan, 1964
940.2 Be	Becker, C.	Modern History: The Rise of a Democratic, Scientific, and Industrialized Civilization	Scriber, 1952
940.5 Be	Benns, F.	European History Since 1870	Appleton, 1955
940.5 Bl	Black, C.	Twentieth Century Europe	Knopf, 1963
940.28 Br	Breach, R.	Documents & Descriptions in European History	Oxford, 1964
940.28 Br	Bruun, G.	Revolution and Reaction	Van Nostrand, 1958
940.28 Bu	Bury, J.	Zenith of European Power	Cambridge, 1960
940.342 Ca	Carrington, C.	Soldier From the Wars Returning	McKay, 1965
940.55 Co	Cook, Don	Floodtide in Europe	Putnam, 1965
945 Cr	Crow, John A.	Italy, A Journey Through Time	Harper, 1965
940.4 Cr	Cruttwell, C.	History of the Great Warf	Oxford U., 1936
940.51 Cz	Czernin, F.	Versailles 1919	Putnam, 1964

943 El	Elliot, Brendan John	Hitler and Germany	McGraw, 1968
940.5	Ergang, R.	Europe in Our Time	Heath, 1958
940.2 Er	Ergang, R.	Europe Since Waterloo	Heath, 1961
940.4 Fa	Falls, C.	Armageddon	Lippincott, 1964
940.3 Fa	Falls, C.	Great War	Putnam, 1959
940.3 Fa	Fay, S.	Origins of the World War	Macmillan, 1948
940.3 Fr	Fredericks, P.	Great Adventure: America in the First World War	Dutton, 1960
940.3 Go	Gottschalk, L.	Transformation of Modern Europe	Scott, 1954
940.28 Ha	Hall, W.	Course of Europe Since Waterloo	Appleton, 1957
940.2 Ha	Hayes, C.	Contemporary Europe Since 1870	Macmillan, 1953
940 Ha	Hayes, C.	History of Western Civilization	Macmillan, 1962
940.373 Ho	Hoehling, A.	Fierce Lambs	Little, 1960
940.54 Ho	Howarth, David A.	D-Day, the Sixth of June, 1944	McGraw, 1959
940.311 La	La Fore, L.	Long Fuse	Lippincott, 1965
940.3 La	Lauder, H.	Minstrel in France	Heart's International Library
940.4 La	Lawson, D.	United States in World War I	Schuman, 1963
940.4 Ma	Mason, H.	High Flew the Falcon	Lippincott, 1965
940.4 Mi	Mitchell, W.	Memoirs of World War I	Random, 1960

940.4 Ou	Oughton, F.	Aces	Putnam, 1960
940.43 Pi	Pitt, B.	1918, The Last Ace	Norton, 1963
914.3 Pr	Prittie, Terence	Germany	Time, Inc., 1961
940.534 Re	Reynolds, Quentin J.	The Battle of Britain	Random, 1953
940.3 Re	Reynolds, Q.	Know But to God	Day, 1960
940.4 Re	Reynolds, Q.	They Fought For the Sky	Rinehart, 1957
940.42 Ro	Romains, J.	Verdun	Knopf, 1939
940.3 Se	Sellman, R.	First World War	Criterion, 1962
940.45 Sh	Shankland, P.	Dardanelles Patrol	Scribner, 1964
943.085 Sh	Shirer, William L.	The Rise and Fall of Adolf Hitler	Random House, 1961
940.54 Sm	Smith, Walter Bedell	Eisenhower's Six Great Decisions	Longmans, 1956
940.3 Sn	Snyder, L.	First Book of World War I	Watts, 1958
940.3 Sn	Snyder, L.	Historic Documents of World War I	Van Nostrand, 1958
940.373 St	Stallings, L.	Doughboys	Harper, 1963
940.54 Su S	Sulzberger, C. L.	The American Heritage Picture History of World War II	Am. Heritage, 1966
940.5 Ta	Taylor, Edmond	The Fall of the Dynasties	Doubleday, 1963
940.414 Te	Terraine, J.	Great War, 1914-1918	Macmillan, 1965

940.3 Th	Thomson, G.	Twelve Days	Putnam, 1964
940.3 Th	Thoumin, R.	First World War	Putnam, 1963
940.3 Tu	Tuchman, B.	Guns of August	Macmillan, 1962
940.288 Tu	Tuchman, B.	Proud Tower	Macmillan, 1962
940.3 We	Werstein, I.	Many Faces of World War I	Messner, 1963
940.4 Wh	Whitehouse, A.	Heroes and Legends of World War I	Doubleday, 1964

Embassy Kits:
- K9102 U.S.S.R.
- K9103 Poland, Hungary, Czechoslovakia
- K9085 Yugoslavia

Other Kits:
- K9034 The Soviet Union Today - A series of six filmstrips with accompanying records

Verticle File Topics: Russia

LIBRARY RESOURCES

Russia

947 Cl	Clarkson, Jesse D.	A History of Russia	Random House, 1961
947 Co	Conquest, R.	Common Sense About the Russians	Macmillan
947 Da	Daniels, Robert V.	Russia	Prentice-Hall, 1964
947.08 Gr	Grey, Ian	The First Fifty Years	Coward, 1967
947 Ha	Habberton, William	Russia	Houghton, 1965
947 Ha	Harcave, S.	Russia	Lippincott, 1964
947 Is	Isenberg, Irwin, ed.	Ferment in Eastern Europe	Wilson, 1965
947 Jo	Jones	Russia: A Concise History	Stackpole, 1955
947 Ko	Kohn, H.	Basic History of Modern Russia	Van Nostrand, 1957
949.6 Ko	Kostich, Dragos D.	The Land and People of the Balkans	Lippincott, 1962
947 La	Lawrence, J.	History of Russia	Farrar, 1960
947 Li	Life (periodical)	Russia	Time, Inc., 1960
947 Ly	Lyons, Eugene	Workers' Paradise Lost	Funk & Wagnalls, 1967
947 Ma	Martin, J.	Picture History of Russia	Crown, 1956
947.07 Ma	Mazour, A.	First Russian Revolution	Stanford, U., 1937
947 Ma	Mazour, A.	Rise and Fall of the Romanovs	Van Nostrand, 1960
947 Na	Nazaroff, A.	Land of the Russian People	Lippincott, 1960

914.7 Ra	Rama Rau, Santha	My Russian Journey	Harper, 1959
947 Ro	Rothschild, Joseph	Communist Eastern Europe	Walker & Co., 1964
947 Sa	Salisbury, Harrison E.	Russia	Atheneum Pubs., 1965
914.7 Sa	Salisbury, H. E. ed.	The Soviet Union: The Fifty Years	Harcourt, 1967
914.7 Sa	Salisbury, H.	To Moscow -- and Beyond	Harper, 1960
947 Se	Seeger, E.	Pageant of Russian History	Longmans, 1950
914.7 Ta	Taaffe, Robert N.	An Atlas of Soviet Affairs with Maps by Robert C. Kingsbury	Praeger, 1965
914.7 Ta	Taubman, William	The View From Lenin Hills	Coward-McCann, 1967
947.08 Te	Teall, Kaye M.	From Tsars to Commissars	Messner, 1966
947 Wa	Walsh	Russia and the Soviet Union	Michigan U., 1958
940.534 We	Werth, Alexander	Russia at War, 1941-1945	Dutton, 1964
944.081 Wh	White, Dorothy S.	Seeds of Discord	Syracuse U. Press, 1964

Unit VII - THE ARAB WORLD - NORTH AFRICA AND THE MIDDLE EAST

Introduction

It has become apparent in recent history that the problems of North Africa and the Middle East have become our concern because of issues raised between the Communist world and the Western world, our economic involvement in those nations producing oil, and our interest in Israel. The major emphasis of this unit of study will be on modern Arabic and Middle East history, however, enough of the North African and Middle East's past will be included to interpret and explain the cultural area as it is today.

Objectives:

1. The student should know and appreciate the Islamic religion, its role in Arabic political, economical, and nationalistic developments and the conflict between traditional and contemporary values in all of these areas.

2. The student should understand that the story of the Arabic world is not "romantic" as pictured in much written literature, but one of poverty, underdeveloped economics, political instability, and international concern.

3. The student should know that the Arabs have made many contributions to the world and the Great Ottoman Empire at its zenith was far superior in culture, military power, and political organization than was to be found in the west.

4. The student should understand that European imperialism has left a strong impact upon new modern Arabic states and that Arabic nationalism is a rejection of Western imperalism.

5. The student should know that the Arabic world and the Middle East is strategically located at the crossroads of three continents and that the resources of the Middle East are important to the whole world, contributing much to world tensions today.

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Objectives	Activities	Instructional Resources
The student should know and appreciate the Islamic religion, its role in Arabic political, economical, and nationalistic developments and the conflict between traditional and contemporary values in all of these areas.	Have students read about the Islamic religion.	Petrovich, pp. 444-465 Rogers, Adams, Brown, pp. 156-163 Gibb, H. A. R., Modern Trends in Islam, Chicago
	Show film about Islam and the Middle East.	IMC - Films F9037 - Major Religions of the World F3050 - The Middle East: Crossroads of Three Continents
	Use filmstrip to explain the Islamic faith.	Filmstrip B-178 - Islam L
	Have students discuss separation of church and state and how it does not apply to the Arabic world.	
	Divide students into two groups, compare the likes and differences of the Christian and Islamic religions.	
	Discuss how the Islamic faith became an unifying factor in the Arabic world.	
	Discuss how the Islamic religion has been an obstacle to progress in the Arabic world.	
The student should understand that the story of the Arabic world is not "romantic" as pictured in much written literature, but one of poverty, underdeveloped economics, political instability and international concern.	Have students read about domestic and political life in the Arabic world.	Petrovich, pp. 476-493 Rogers, Adams, Brown, pp. 644-650
	Have students display bulletin board materials depicting Arabic life as it really is in the different areas of North African and Middle East states.	IMC - Record R1049 - Arabian Nights

Objectives	Activities	Instructional Resources
	Show film about the Arabic world, describing its true history.	Film - FREE Middle East: History and Culture (McGraw-Hill Text Film Department)
The student should know that the Arabs have made many contributions to the world and the Great Ottoman Empire at its zenith was far superior in culture, military power and political organization than was to be found in the west during the same period.	Have students read about Arabic contributions to our modern society and about the Great Ottoman Empire.	Petrovich, pp. 456-472, 483-491 Rogers, Adams, Brown, pp. 504-509, 773-775
	Have students structure maps indicating the growth and expansion of the Ottoman Empire.	Maps Near East Desk Maps - Nystrom DD2
	Use transparencies to support lecture about the growth of the Islamic and Ottoman Empires.	Transparency TR9045 - Expansion of Islam: 622-750 TR9048 - Mongol-Turkish Conquest - Eastern Trade Routes TR9070 - Geography - Atlas, East Europe and Middle East
	Have students make a list of Arabic contributions to our modern society in the following areas: 1) Science 2) Art 3) Education discuss how important their contributions have or have not been to modern man.	
The student should understand that European Imperalism has left a strong impact upon new modern Arabic states and that Arabic nationalism is a rejection of Western imperalism.	Have students read about European imperialism in North Africa and the Middle East and the rise of Arab nationalism.	Petrovich, pp. 472-482 Rogers, Adams, Brown, pp. 644-657
	Have students structure map of modern national states in North Africa and the Middle East.	

Objectives	Activities	Instructional Resources
	Divide class into four parts, each assuming a European colonial identity of 1) Spain, 2) Italy, 3) England, 4) France. Have them research and explain their involvement in North African and Middle East Imperialism.	
	Show film about European imperalism in Middle East.	Films - FREE The Making of Modern Egypt (Sterling Educational Films Mediterranean Africa (Encyclopedia Britannica Films) Glimpses of the Near East (Encyclopedia Britannica Films, Inc.)
	Show filmstrip about emerging national states in North Africa and Middle East areas.	Filmstrips B-216 - Iran L B-217 - Israel L B-218 - The Suez Canal L B-219 - Turkey L
The student should know that the Arabic world and the Middle East is strategically located at the crossroads of five continents and that the resources of the Middle East are important to the whole world, contributing much to world tensions today.	Have students do map study of North Africa and the Middle East area using the problem: "Suez Canal: A World Highway."	Wall map - Kennedy Resource Center Middle East (Modern States) (Am. Geographical Series)
	Show film about the strategic location and the important resources of the North African and Middle East states.	IMC - Film F3050 - The Middle East: Crossroads of Three Continents
		Films - FREE Oil and Saudia Arabia (Encyclopedia Britannica Films, Inc.) Iraq and Iran (McGraw-Hill Text Films)

Objectives	Activities	Instructional Resources
	Show filmstrip explaining the modern problems of the North African and Middle East states.	Filmstrip Near East Power Keg - FREE (New York Times) Communism and the Middle East - FREE (New York Times) B-212 - Africa: Continent in Ferment L
	Have students conduct a mock Congress of North African and Middle East states. Have students deal with contemporary problems.	
	Have students do a short research paper about any one important leader of these states.	
	Have students listen to tape and then discuss the Arabic-Israeli Confrontation.	Tape T1267 - The Long U. N. Vigil in the Middle East

LIBRARY RESOURCES

Africa, Civilizations of the Past

913.32 Al	Aldred, Cyril	Egypt to the End of the Old Kingdom	McGraw, 1965
913 Ba	Bacon	Vanished Civilizations of the Ancient World	McGraw, 1963
916 Bo	Bohannan, Paul	Africa and the Africans	Nat. Hist. Press, 1964
916.2 Ca	Casson, L.	Ancient Egypt	Time, 1965
913.6 Da	Davidson, Basil	African Kingdoms	Time, 1966
916.1 Gu	Gunther, John	Meet North Africa	Harper, 1957
962 Ho	Horizon Magazine	Building the Suez Canal	Am. Heritage, 1966
916.2 Ma	Mahmoud, Zaki Naguib	Land and People of Egypt	Lippincott, 1965
916 We	Westphal, Clarence	African Heritage	Denison, 1960
956.94 As	Associated Press	Lightning Out of Israel	The Press, 1967
956.94 Be	Ben-Gurion, David	Israel: Years of Challenge	Holt, 1963
915.6 Be	Berger, Monroe	The Arab World Today	Doubleday, 1962
956.94 Bo	Boudet, Jacques	Jerusalem, A History	Putnam, 1967
949.7 Br	Brown, J. F.	The New Eastern Europe	Praeger, 1966
956.94 Bu	Burns	Between Arab and Israeli	Obolensky, 1962
956 Ch	Childers, Erskin B.	Common Sense About the Arab World	Macmillan, 1960
956.94 Da	Dayan, Yael	Israel Journal: June, 1967	McGraw, 1967

953 El	Ellis, Harry B.	The Arabs	World Pub., 1958
956 El	Ellis, Harry B.	Challenge in the Middle East	Ronald, 1960
956.7 Fe	Fernea, Elizabeth Warnock	Guests of the Sheik	Doubleday, 1965
956.94 Ge	Gervasi, Frank	The Case for Israel	Viking, 1967
956.94 Gi	Gidal, Sonia	My Village in Israel	Pantheon Books, 1959
956.95 Ha	Harris, George Lawrence	Jordan; Its People, Its Society, Its Culture	Hraf Press, 1958
956.9 Hi	Hitti, Phillip K.	Syria: A Short History	Collier, 1959
956.94 Ho	Hoffman, Gail	The Land and People of Israel	Lippincott, 1960
915.5 Ha	Harnack, Curtis	Persian Lions	Holt, 1965
915.6 Jo	Joy, Charles R.	Young People of the Eastern Mediterranean	Sloan & Pearce, 1959
913.35 Kr	Kramer, Samuel Noah	Cradle of Civilization	Time, Inc., 1967
956.94 Li	Life (periodical)	Israel	Time, Inc.
956 Ma	McClellan, Grant Samuel	The Middle East in the Cold War	Wilson, 1956
913.35 Ma	Mallowan, M. D. L.	Early Mesopotamia and Iran	McGraw, 1965
915.5 Me	Mehdevi, Anne Sinclair	Persia Revisited	Knopf, 1964
913.35 Me	Mellaart, James	Earliest Civilizations of the Near East	McGraw, 1965
914.96 Ri	Riza, Ali	Land and People of Turkey	Macmillan, 1958
913.35 Sa	Saggs, H. W. F.	Everyday Life in Babylonia and Assyria	Putnam, 1965

953 Sa	Sayegh, Fayez Abdullah	Arab Unity	Devin-Adair, 1958
953 St	Stewart, Desmond	The Arab World	Time, Inc., 1962
956 Wa	Walz, Jay	The Middle East	Atheneum Pubs., 1965

Unit VIII - AFRICA SOUTH OF THE SAHARA

Introduction

This unit of study will focus upon the growth and development of African civilization. In world history, it is important to understand how the entire modern world arrived at its present stage. African history has a special importance for American students. More of America's ancestors came from the African Continent than any other part of the world except Europe. Major emphasis will be on the early years of African civilizations, Africa under European dominance, and emerging national states.

Objectives:

1. The student should understand the geographical information essential to understanding African history and culture the early history of Africa south of the Sahara and some traditional culture of the Negro people.

2. The student should understand the major chronological framework of African history from the Kingdom of Cush (1000 B.C.), the Kingdom of Benin (1200 A.D.), through the era of early European exploration (1800-1880), and early African kingdoms were characterized by highly developed societies.

3. The student should understand that the partition of Africa among European powers resulted more from conditions in Europe than it did from those in Africa and that Africa became a competitive proving ground for European colonialism.

4. The student should understand that new national states emerged on the continent of Africa following World War II. As Africans saw European power crumble in Asia, they became even less willing to accept continued colonial rule on their own continent.

5. The students should understand that although a "United States of Africa" is a remote possiblity today, Africans do have a sense of community that crosses political boundaries. The common experiences of colonial rule, newly won independence, and political and economic development have brought the leaders of African national states together.

Objectives	Activities	Instructional Resources
The student should understand the geographical information essential to understanding African history and culture, the early history of Africa south of the Sahara and some traditional culture of the Negro people.	Have students read about early African history.	Petrovich, pp. 494-507
	Show students pictures of early African art.	Rogers, Adams, Brown, pp. 659-663 Belasco, Milton J., The New Africa, pp. 1-45
	Have students structure a map. Indicate on map early African civilizations, Colonial Empires (Europe), and modern national states.	Belasco, pp. 154
	Use filmstrip to introduce the continent of Africa.	Filmstrip Profile of Africa (School Film Service - R)
	Give lectures about the Nuer, a cattle-herding people of southern Sudan, and the Nupe, a farming people of Nigeria.	
The student should understand the major chronological framework of African history from the Kingdom of Cush (1000 B.C) the Kingdom of Benin (1200 A.D.), through the era of early European exploration (1800-1880), and early African kingdoms were characterized by highly developed socieites.	Have students read about African history from 1000 B.C. through 1880.	Petrovich, pp. 504-516 Rogers, Adams, Brown, pp. 635-651 Belasco, pp. 19-73 Ford, Richard B., Tradition and Change in Four Societies, pp. 11-45
	Divide class into six parts - have them research and report on the 1) Kingdom of Cush 2) Kingdoms of Ghana, Kamen, and Zimbabrue (700-1076 A.D.) 3) Kingdoms of Western Sudan 4) Kingdom of Benin (1200-1700 A.D.) 5) Era of slave trade (1511-1850) 6) Early European exploration	
	Use filmstrip to explain basic concepts of early African history to students.	Filmstrips B-235 - The Banin Peoples of South Africa L Focus on Africa - FREE (New York Times)

Objectives	Activities	Instructional Resources
	Show film about Africa.	IMC - Film F9071 - Africa: An Introduction
The student should understand that the partition of Africa among European powers resulted more from conditions in Europe than it did from those in and that Africa became a competitive proving ground for European colonialism.	Have students read about European colonization of Africa.	Petrovich, pp. 519-530
	Give lecture about cause and effect of European colonization of Africa.	Rogers, Adams, Brown, pp. 641-651
	Divide class into seven parts and have them research and report on the colonial practices of the following European states on the African continent south of the Sahara. 1) Great Britain 2) France 3) German 4) Belgium 5) Portugal 6) Italy 7) Spain	Belasco, pp. 46-73 Ford, pp. 16-45
	Have students construct bulletin board displaying African art, religion, music and other cultural characteristics of the diverse groups of sub-Saharan Africa.	
	Have students do individual research about African folklore.	Kits K9044 - Folklore K9030 - International Library of Negro Life and History
	Show film about Africa, colonization and economy.	IMC - Films F9010 - Continent of Africa F3182 - The Economy of Africa F9058 - The Pygmies of Africa

Objectives	Activities	Instructional Resources
	Given an anthropological analysis of the Zulus, be able to identify their social, political, and economic values.	Ford, pp. 8-21
	Given these values of the Zulus and knowledge from previous readings, be able to compare the values of several cultural groups in South Africa.	
	Given the values of the Zulus in various aspects of their lives, be able to make a generalization about their most important character trait.	
	Given an eighteenth-century European assessment of the Bushmen and Hottentots and given pictures of the Bushmen, be able to analyze their cultures.	Ford, pp. 2-12
	Given the European attitudes expressed in the two passages, and having studied European history previously, be able to suggest an hypothesis about ways in which Europeans and Hottentot-Bushmen might react to one another.	
The student should understand that new national states emerged on the Continent of Africa following World War II, as Africans saw European power crumble in Asia, they became even less willing to accept continued colonial rule on their own continent.	Have students read about African nationalism following World War II.	Petrovich, pp. 529-531 Rogers, Adams, Brown, pp. 65 -659 Belasco, pp. 74-135
	Show film about the rise of African nationalism.	Films Africa Awakes (Atlantis Production -R) East Africa (New York Times - FREE) Problems of Emerging Natior African Nations (C-D Films) West Africa (Encyclopedia Britannica Films)

Objectives	Activities	Insturctional Resources
	Show filmstrip about the rise of African nationalism.	Filmstrip B-221 - The New Africa L B-222 - Africa: Explosive Continent Africa: Land of Developing Countries (Kennedy S. S. Resource Center)
	Have students discuss the diversity of African nationalism.	
	Assign students the task of designing and displaying the flags of all modern African states.	
	Given an anthropological description of Bantu life, be able to translate these data from descriptive into analytical terms.	Ford, pp. 30-46
	Given an analysis of an anthropological description, be able to determine the nature of Bantu values.	
The student should understand that although a "United States of Africa" is a remote possiblity today, Africans do have a sense of community that crosses political boundries. The common experiences of colonial rule, newly won independence, and political and economical development have brought the leaders of African states together.	Have students read about contemporary Africa.	Ford, pp. 48-87 Belasco, pp. 91-148
	Show film about contemporary Africa.	Film Africa is My Home (Atlantic Production - FREE)
	Have students structure bulletin board depicting present leaders of modern African national states.	IMC - Films F4117 - South African Essay Fruit of Fear F4118 - South African Essay One Nation - Two Nationalities

Objectives	Activities	Instructional Resources
	Use filmstrip to relate contemporary problems of modern African national states. Lecture and discuss with class problems of civil war and political instability in modern national states of Africa.	Filmstrip B-234 - From Cairo to Capetown: April 1962 L B-235 - The Banim Peoples of South Africa L B-236 - The Republic of the Congo--The People L B-241 - Progress Report--The Republic of South Africa L B-242 - Progress Report--The Republic of South Africa L B-245 - South Africa Dynamic Progress (AVA) 1966 L
	Given Luthuli's statement, be able to determine his frame of reference and to recognize the underlying assumptions in his argument. Given the statements by Luthuli and Taswell, be able to hypothesize about the future course of affairs in South Africa. Given Ambassador Taswell's statement, be able to determine his frame of reference and to recognize the underlying assumptions in his argument. Given the present activities of the South African government, be able to develop hypotheses about the future of race relations in South Africa.	Ford, pp. 69-87

LIBRARY RESOURCES

Africa, Physical Features

916.2 Br	Brander, Bruce	The River Nile	Nat. Geographic, 1968
574.9 Br	Brown, Lester	Africa, A Natural History	Random, 1965
916 Ch	Church, R. J.	Africa and the Islands	Wiley, 1964
916.69 Co	Collis, Robert	African Encounter	Scribner, 1961
916.8 Co	Cope, John	South Africa	Praeger, 1965
916 Fo	Fordham, P.	Geography of African Affairs	Penguin, 1965
916 Ga	Gatti, Ellen M. W.	Here is Africa	Scribner, 1943
960 Ga	Gatti, Ellen M. W.	New Africa	Scribner, 1960
916.8 Gu	Gunther, John	Meet South Africa	Harper, 1958
916.6 He	Hempstone, Smith	Africa--Angry Young Giant	Praeger, 1961
960 Li	Life	Tropical Africa	Time, 1962
916 Mo	Moorehead, Alan	No Room in the Ark	Harper, 1959
916.6 Ni	Niven, Cecil Rex	Land and People of West Africa	Macmillan, 1958
916.7 Ye	Yearbook and Guide to East Africa		Rand McNally, 1963
967 Ad	Adam, Thomas	Government and Politics in Africa South of the Sahara	Random House, 1962
961 Br	Brace, Richard	Ordeal in Algeria	Van Nostrand, 1960
916.2 Br	Brander, Bruce	River Nile	Nat. Geographic, 1968

960 Br	Bruce, Richard	Morocco, Algeria, Tunisia	Prentice-Hall, 1965
960 Bu	Burkey, Fred	Africa's Quest for Order	Prentice-Hall, 1964
916.69 Co	Collis, Robert	African Encounter	Scribner, 1961
916.7 De	Denis, Michaela	Ride a Rino	Doubleday, 1960
916.7 Gu	Gunther, John	Meet the Congo and its Neighbors	Harper, 1959
960.3 Ha	Hatch, John	Africa Today and Tomorrow	Praeger, 1962
960.3 Ha	Hatch, John	History of Postwar Africa	Praeger, 1965
960 Hu	Hughes, John	The New Face of Africa South of the Sahara	Longmans, 1961
966.9 Ke	Kenworthy, L.	Profile of Nigeria	Doubleday, 1960
916.7 Li	Lineberry, Wm.	East Africa	Wilson, 1968
967.5 Lu	Lumumba, Patrice	Congo, My Country	Praeger, 1962
968 Ma	McClellan, Grant	South Africa	Wilson, 1962
916.2 Ma	Mahmoud, Zaki	Land and People of Egypt	Lippincott, 1965, Rev. ed.
967.62 Mb	Mboya, Tom	Freedom and After	Little, Brown, 1963
916	Moraes, Frank	Importance of Being Black	Macmillan, 1965
962.15 Nu	Nutting, Anthony	I Saw for Myself	Doubleday, 1958
916.8 Pa	Paton, Alan	South Africa in Transition	Scribners, 1958
967 Re	Reuters News Agency	The New Africans	Putnam, 1967
916.64 Sp	Spencer, Sue	African Creeks I Have Been Up	McKay, 1963

960 Th	Thompson, Elizabeth	Africa: Past and Present	Houghton, 1966
965 Ti	Tillion, Germaine	Algeria: The Realities	Knopf, 1958
916 To	Toynbee, Arnold	Between Niger and Nile	Oxford, 1965
968 Wa	Wallbank, Thomas	Contemporary Africa	Van Nostrand, 1956
916 We	West, Richard	White Tribes of Africa	Macmillan, 1965

Unit IX ASIAN CIVILIZATION - INDIA, SOUTHEAST ASIA, CHINA AND JAPAN

Introduction

This unit of study will explore the great cultural diversity of the Asian world with major emphasis upon the individual national states, their political, religious, and economic structures, Western imperialism and the growth of nationalism following World War II.

Objectives:

1. The student should know the geographical and ecological makeup of India and Southeast Asia and the chronological framework of the historical developments of both areas.

2. The student should understand the impact that religions have had upon the lives of the people in India and the countries of Southeast Asia.

3. The student should understand the subjugation of India and S. E. Asia by Western nations and their constant struggle for national sovereignity.

4. The student should know the geographical and ecological makeup of China and Japan and the chronological framework of the historical developments of both nations.

5. The student should understand that China was a great cultural civilization many centuries before the west emerged as a center of civilization and because of her traditions and values had great difficulty in adjusting to Western ideas.

6. The student should know that Japan has a rich cultural background and has the unique distinction among East Asian countries of having transformed itself into a modern nation with minimum foreign interference and maximum success.

Objectives	Activities	Instructional Resources
The student should know the geographical and ecological makeup of India and Southeast Asian states and the chronological framework of historical development of both areas.	Have students read about India and Southeast Asian states.	Petrovich, pp. 534-604
	Have students structure a map depicting the area of India and Southeast Asia	Rogers, Adams, Brown, pp. 568 - 590 Ford, pp. 180-210
	Show film about India and Southeast Asian states.	Film - FREE Indian Life (various phases) (Government of India Information Services) IMC - Films F9080 - Boy of Southeast Asia F9103 - Food of Southeast Asia F9124 - Natural Resources of Southeast Asia F3197 - Southeast Asia Family
	Show filmstrip about India and Southeast Asian states.	Filmstrips FS-914-Se - Southeast Asia-Burma, Thailand, Cambodia, Laos, Vietnam (N. & S.), Singapore, Malaysia, Indonesia K B-186 - Malaya L B-187 - Pakistan L B-188 - Thailand L B-214 - India L B-215 - Indo-China L B-184 - Burma L

Objectives	Activities	Instructional Resources
	Lecture and discuss the diversity of the people that make up the population of India and Southeast Asian countries.	
	Have students construct bulletin board displaying culture artifacts of the different countries.	
	Have students construct a chronology of historical developments and compare it to a time table of Western historical happenings.	
The student should understand the impact that religions have had upon the lives of the people in India and the countries of S. E. Asia.	Have students read about religions of India and Southeast Asia.	Petrovich, pp. 545-547, 585-589 Rogers, Adams, Brown, pp. 582-590 Ford, pp. 195-203
	Show film about religions of India and Southeast Asia	IMC - Film F9037 - Major Religions of the World
	Show filmstrip about religions of India and Southeast Asia. Have students compare religions and religious values of the Western world to those of India and Southeast Asian countries.	Filmstrips The World's Great Religions Series FS-294.5-Hi - Hinduism FS-294.3-Bu - Buddhism FS-297-Is - Islam Record R1131 - Life in India and Indonesia

Objectives	Activities	Instructional Resources
The student should understand the subjugation of India and S. E. Asia by Western nations and their constant struggle for national sovereignty	Have students read about Western colonialism in India and S. W. Asia.	Petrovich, pp. 560-570, 590-602 Rogers, Adams, Brown, pp. 576-581
	Have students read about the struggle for national sovereignty by India and S. E. Asia countries.	Petrovich, pp. 570-583, 590-602 Rogers, Adams, Brown, pp. 562-580
	Show film about Western colonialism and the struggle for independence in India and S. E. Asian states.	Films India - imperialism and nationalism (McGraw-Hill Text Film Department) Gandhi (McGraw-Hill Text Film Department) The Republic of the Philippines (United World Films) Thirteen from Asia (Productions Unlimited)
	Show filmstrips to relate the national development of the S. E. Asian states and India in modern history.	Filmstrips B-228 - India: Deomcracy in Asia: Dec. 1960 L B-231 - Ferment in Southeas Asia: November 1958 L B-232 - Southeast Asia, Cold War Prize: January 1962 L

Objectives	Activities	Instructional Resources
	Have students conduct a mock summit meeting of the national states of S. E. Asia and India. Investigate the following problems: 1) technological development 2) political difference 3) border disputes 4) foreign aid Discuss: Race riots Civil rights	Kits K9135 - India and Cylon - A series of six filmstrips on India.
The student should know the geographical and ecological makeup of China and Japan and the chronological framework of the historical development of both nations.	Have students read about China and Japan.	Petrovich, pp. 608-611
	Have students prepare a map of both nations depicting the topographical and political structure of both nations.	Rogers, Adams, Brown, pp. 592-606, 611-623
	Have students prepare a chronology of Chinese and Japanese history, and compare it to a time line of Western history.	
	Show film about China and Japan.	IMC - Films F9006 - China: A Portrait of the Land F9116 - Japan: An Introduction Film Geography of Japan (U. S. Army Pictorial Service)

Objectives	Activities	Instructional Resources
The student should understand that China was a great cultural civilization many centuries before the West emerged as a center of civilization and because of her traditions and values had great difficulty in adjusting to Western ideas and the role played by China in the modern world.	Have students read about "old" and "new" China. Have students compare Chinese traditional values (family, religious, etc.) to that of Western man. Show film about China, her past and present. Give lectures about the different dynasties that ruled over the Chinese people. Have students prepare list of contributions the Chinese have made toward modern society.	Petrovich, pp. 608-658 Rogers, Adams, Brown, pp. 592-608, 624-634 Ford, pp. 265-343 Films F3179 - China: Feeding One-Fourth of the Human Race (IMC) F9007 - China's Villages in Change (IMC) China - old and new (McGraw-Hill Text Film Department - rental) The 400,000,000 - highlights of Chinese history to World War II (Brandon Films - rental) Fall of China (McGraw-Hill Text Film Department - rental) Mao Tse-tung (McGraw Hill Text Film Department - rental) Communist China (McGraw Hill Text Film Department - rental) Face of Red China (McGraw Hill Text Film Department - rental)

Objectives	Activities	Instructional Resources
	Show filmstrip about China.	Filmstrips B-147 - Peking: The Forbidden City L B-177 - Confusianism and Taoism L B-223 - Struggle for Asia: November 1957 L B-226 - China: Communism in Asia: January 1961 L China and Her Neighbors (McGraw-Hill Text Film Department) Asia: Arena of Conflict (New York Times - FREE) Red Tide in the Orient (New York Times - FREE)
	Given analytical questions and an analysis of traditional China, be able to determine the political, economic, and social structure of that society.	
	Given the political, economic, and social characteristics of traditional China, be able to state a relationship between that society and the modern totalitarian state.	Ford, pp. 299-336
	Given statements of Mao Tse-tung, be able to determine the values and goals of Communist ideology.	
	Given Communist ideology, be able to compare and contrast Communist values and goals with Confucian values and goals.	
	Given Communist ideology, be able to determine some of its implications for the political system of China.	
	Have students research and discuss the governments of the two Chinas.	

Objectives	Activities	Instructional Resources
The student should know that Japan has a rich cultural background and has the unique distinction among East Asian countries of having transformed itself into a modern nation with minimum foreign interference and maximum success, and the important role Japan plays in our world today.	Have students read about Japan.	Petrovich, pp. 660-683
	Have students structure bulletin board displaying pictures of Japanese art and cultural developments.	Rogers, Adams, Brown, pp. 624-634
	Lecture about the rise of the Japanese military - Industrial Complex.	
	Use transparencies to describe Japanese imperialism.	IMC - Transparencies TR9061 - Russian and Japanese Expansion in the Far East
	Show film about Japan.	Films F3208 - Family in Tokyo F9026 - Japan-Miracle in Asia F3204 - Japan: Sheenya of the City F8078 - Japaneses Handicrafts F3138 - Japenese Moutain Family
	Show filmstrip about Japan.	Filmstrip B-185 - Japan L
	Show slides about Japan.	IMC - Slides S1149 - Japan-Recreation S1150 - Japan-Homes S1151 - Japan-Farming S1152 - Japan-Temples and Shrines S1153 - Japan-People S1154 - Japan-Occupations S1155 - Japan-Landscape
	Have students discuss the topic "Miracle of Japan."	
	Have students research and report on the government of Japan.	
	Have students compare traditional and religious values of the Japanese to Western values and how they have assimulated Western values into their own.	

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Asia, Civilizations of the Past

952 Di	Dilts, Marion May	Pageant of Japanese History	Longmans, 1961
950 Fi	Fitzgerald, C. P.	A Concise History of East Asia	Praeger, 1966
951 Fo S	Forman, W.	Face of Ancient China	Artia, 1960
915 Ha	Harcourt, Francois d'	Asia: Awakening of a World	Harcourt, 1964
951.02 Ho	Horizon Magazine	Marco Polo's Adventures in China	Am. Heritage, 1964
913.31 Wa	Watson, William	Early Civilization in China	McGraw, 1966

Asia, Vietnam and Southeast Asia

959.7 Be	Berrier, Hilaire du	Background to Betrayal, the Tragedy of Vietnam	Western Islands, 1965
915.93 Bu	Busch, Noel Fairchild	Thailand	Nostrand, 1959
959 Ca	Cady, John F.	Thailand, Burma, Laos, and Cambodia	Prentice-Hall, 1966
959.7 Fa	Fall, Bernard B.	Vietnam Witness, 1953-66	Praeger, 1966
915.94 Hu	Human Relations Area Files, Inc.	Laos: Its People, Its Society, Its Culture	Author, 1960
991 Hu	Hughes, John	Indonesian Upheaval	McKay, 1967
959 Da	Karnow, Stanley	Southeast Asia	Time, Inc., 1967
959.3 Lo	Lomax, Louis E.	Thailand: The War That Is, The War That Will Be	Random House, 1967
959.7 Lu	Lucas, Jim G.	Dateline: Vietnam	Award House, 1966

915.67 Ma	Maxwell, Gavin	People of the Reeds	Harper, 1958
959.7 Od	O'Daniel, John W.	Vietnam Today; the Challenge of a Divided Nation	Coward, 1966
959.7 Ra	Ray, Sibnarayan	Vietnam, Seen From East and West	Praeger, 1966
959.7 Sh	Sheehan, Susan	Ten Vietnamese	Knopf, 1967
991 Sm	Smith, Datus C.	The Land and People of Indonesia	Lippincott, 1963, Rev. Ed.
991 So	Southall, Ivan	Indonesia Face to Face	Lansdowne, 1964
959 Tr	Trumbull, Robert	The Scrutable East	McKay, 1964

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India

915.4 Be	Berkowitz, Monroe	India: Struggle Against Time	Scott, Foreman, 1963
915.4 Bo	Bowles, Cynthia	At Home in India	Harcourt, 1956
915.4 Du	Dube, S. C.	India's Changing Villages	Routledge, 1958
954 Fe	Fersh, Seymour	India and South Asia	Macmillan, 1965
954 La	Lamb, Beatrice Pitney	India	Macmillan, 1965
915.4 Li	Life (periodical)	India	Time, Inc., 1961
954 Mc	McClellen, G.	India	Wilson, 1960
954 Pa	Modak, Manorama R.	The Land and the People of India	Macmillan, 1960
954 Pa	Panikkar, K. M.	Common Sense About India	Macmillan, 1960
915.4 Sa	Sahgal, Nayantara	From Fear Set Free	Norton, 1963
915.4 Si	Singh, Patwant	India and the Future of Asia	Knopf, 1966
915.49 Wi	Wilber, Donald N.	Pakistan	Holt, 1964
915.4 Zi	Zinkin, Taya	India Changes!	Oxford, 1958

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Japan

952 Am	American Heritage	Commodore Perry in Japan	Amer. Heritage, 1963
952 Be	Beasley, W.	Modern History of Japan	Praeger, 1963
915.2 Bu	Buck, Pearl S.	The People of Japan	Simon & Schuster, 1966
952 Di	Dilts, M.	Pageant of Japanese	Longmans, 1947
952 Di	Dilts, M.	Two Japans	McKay, 1963
915.2 Gr	Gray, Elizabeth J.	Return to Japan	Lippincott, 1960
952.04 Ju	Jungk, Robert	Children of the Ashes	Harcourt, 1961
952 Ki	Kirk, Ruth	Japan, Crossroads of East and West	Nelson, 1966
952 La	Latourette, K.	History of Japan	Macmillan, 1957
952 Li	Life	Japan	Time, 1961
952 Re	Reischauer, Edwin O.	Japan, Past and Present, Third Edition	Knopf, 1964
915.2 Va	Vaughan, Josephine B.	Land and People of Japan	Lippincott, 1962
952 Ya	Yaukey, G.	Understanding the Japanese	Aladdin, 1949

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954 Mo	Moreland, W. H.	A Short History of India, 1965.
954 Pa	Panikkar, K. M.	Common Sense About India, 1960.
954 Sp	Spear, Percival	India, 1961.
954 Wo	Wolpert, Stanley	India, 1965.

POLITICS AND GOVERNMENT

954.04 Ti	Tinker, Hugh	India and Pakistan, a Political Analysis, 1962
954.09 Br	Brown, William	United States and India and Pakistan, 1953.
338.954 Wa	Ward, Barbara	India and the West, 1964.

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915.4 Ba	Barker, Ralph	Last Blue Mountain, 1959.
915.4 Ba	Bartholomew, Carol	My Heart Has Seventeen Rooms, 1959.
915.4 Bo	Bothwell, Jean	The Story of India, 1953.
915.4 Bo	Bowles, Chester	Ambassador's Report, 1954.
915.4 Bo	Bowles, Cynthia	At Home in India, 1965.
915.4 Ca	Caldwell, John Cope	Let's Visit India, 1960.
915.4 Co	Corbett, James	Jungle Lore, 1953.
799.2 Co	Corbett, James	Man-eating Leopard of Rudraprayag, 1948.
799.2 Co	Corbett, James	Temple Tiger, 1954.
915 Do	Douglas, William	Strange Lands and Friendly People, 1951.
915.4 Fa	Fairservis, Walter	India, 1961.
915.4 Ho	Houston, Charles	K2, The Savage Mountain, 1954.
915.4 Ke	Kennedy, Jean	Here is India, 19 45.
915.4 Li	Life (Periodical)	India, 1961.
915.4 Ra	Rama Rau, Santha	Home to India, 1945.
915.4 Ra	Rama Rau, Santha	This is India, 1954.
915.4 Ro	Roosevelt, Eleanor	India and the Awakening East, 1953

DESCRIPTIONA AND TRAVEL Continued

915.4 Sa	Sahgal, Nayantara	From Fear Set Free, 1962.
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915.4 Se	Seymour, John	Around India, 1953.
915.4 Sm	Smith, Bradford	Portrait of India, 1962.
915.4 Sm	Smith, C. Ross	In Search of India, 1960.
915.4 Tr	Trease, Geoffrey	Young Traveler in India and Pakistan, 1956.
915.42 He	Herzog, Maurice	Annapurna, First Conquest of an 8000-meter Peak, 1952.
915.42 Hi	Hillary, Sir Edmund	High in the Thin Cold Air. 1962.
915.42 Hu	Hunt, Sir John	Conquest of Everest, 1954.
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915.42 Iz	Izzard, Ralph	An Innocent on Everest, 1954.

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921 N31	Crocker, Walter	Nehru: A Contemporary's Estimate, 1966.
921 G15	Eaton, Jeanette	Gandhi, Fighter Without a Sword, 1960.
921 N31	Edwardes, Michael	Nehru; a Pictorial Biography, 1962.
921 M473	Mehta, Ved	Face to Face, 1957.
921 G15	Sheean, Vincent	Lead, Kindly Light, 1949. (Gandhi)

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Bhattacharya, Bhabani	Shadow from Ladakh, 1966.
Buck, Pearl	Come, My Beloved, 1953.
Forster, Edward	Passage to India, n. d.
Godden, Rumer	The River, 1946.
Kipling, Rudyard	Jungle Book, n. d.
Kipling, Rudyard	Kim, 1905.
Mather, Berkely	Pass Beyond Kashmir, 1960.
Rama Rau, Santha	Remember the House, 1956.
Rooke, Daphne	Beti, 1959
Sherman, D. R.	Old Mali and the Boy, 1964.
Singh, R. Lal	Gift of the Forest, 1942.
Taylor, Kamala	Nectar in a Sieve, 1955.
Towers, Augustus	Necklace of Kali, 1960.

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951.05 Ch	Chandra-Sekhar	Red China, an Asian View, 1961.
951.05 Ch	Chow, Ching-wen	Ten Years of Storm, 1060.
951.05 Cl	Clark, Gerald	Impatient Giant, 1959.
951.05 Cl	Clifford	In the Presence of My Enemies, 1963.
951 Cl	Clubb, O. Edmund	Twentieth Century China, 1964.
951.03 Co	Cohen, Paul A.	China and Christianity, 1963.
951.05 El	Elegant, Robert	The Center of the World, 1964.
951 Fe	Feuerwerker, Albert	Modern China, 1964.
951.05 Fi	Fitzgerald, C. P.	The Birth of Communist China, 1964.
951.03 Fl	Fleming, Peter	The Siege of Peking, 1959.
951 Fo	Forman, W.	The Face of Ancient China, 1960.
951.02 Ge	Gernet, Jacques	Daily Life in China on the Eve of the Mongol Invasion, 1962.
951.2 Go	Goddard, William G.	Formosa, a Study in Chinese History, 1966.
951 Ha	Hahn, Emily	China Only Yesterday, 1963.
951 Ho	Hoff, Rhoda	China, Adventures in Eyewitness History, 1965.
951.02 Ho	Horizon Magazine	Marco Polo's Adventures in China, 1964.
951 Hu	Hutheesing, Gunottam	Great Peace, 1953.
951.042 Ku	Kubek, Anthony	How the Far East Was Lost, 1963.
951 Li	Li, Dun J.	The Ageless Chinese, 1965.
951.LO	Loh, Robert	Escape from Red China, 1962.
951 .05 Me	Mende, Tibor	China and Her Shadow, 1960.

951 Pu	Purcell, Victor	The Chinese in Southeast Asia, 1965.
951 Ro	Rowe, David	Modern China, 1959.
951.05 Sc	Schwartz, Harry	China, 1965.
951 Se	Seeger, Elizabeth	Pageant of Chinese History, 1947.
951.01 Si	Silverberg, Robert	The Long Rampart, 1966.
951.05 Sn	Snow, Edgar	The Other Side of the River, 1962.
951 Wa	Waln, Nora	House of Exile, 1933.
913.31 Wa	Watson, William	Early Civilization in China, 1966.
951.05 Wi	Wint, Guy	Common Sense About China, 1960.
951.05 Wi	Wint, Guy	Communist China's Crusade, 1965.
951 Ya	Yaukey, Grace	Land of the Chinese People, 1960.
951.042 Yo	Young, Arthur N.	China and the Helping Hand 1937-1945, 1963.

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959 Du	Durdin, Tillman	Southeast Asia, 1965.
920 El	Elegant, Robert	China's Red Masters, 1951.
335.43 Sc	Scalapino, Robert	The Communist Revolution in Asia, 1965.
920 Sp	Spencer, Cornelia	China's Leaders in Ideas and Action, 1966.

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398.2 Bi	Birch, Cyril	Chinese Myths and Fantasies, 1961.
738.2 Bo	Boulay, Anthony de	Chinese Porcelain, 1963.
180.11 Da	Day, Clarence	The Philosophers of China, 1962.
895. Dh	Dhingra, Baldoon	Asia through Asian Eyes, 1959.
895 Le	Lewis, Richard	The Moment of Wonder- a Collection of Chinese and Japanese Poetry, 1964.
709.51 Sw	Swann, Peter C.	Chinese Monumental Art, 1962.

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327.51 Bu	Buchan, Alastair	China and the Peace of Asia, 1965.
327.51 Du	Dutt, Vidya	China and the World, 1964.
327.73 Fa	Fairbank, John	United States and China, 1958.
327.47 Fl	Floyd, David	Mao Against Khrushchev, 1963.
327.51 Ha	Halpern, A. M.	Policies Toward China, 1965.
327.47 Is	Isenberg, Irwin	The Russia-Chinese Rift, 1966.

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921 B855	Buck, Pearl	My Several Worlds, n. d.
921 Sn63	Snow, Edgar	Journey to the Beginning, 1958.
921 St92	Stuart, John	Fifty Years in China, n. d.
921 Su6	Baker, Nina	Sun Yat-Sen, 1946.
921 Su6	Buck, Pearl	The Man Who Changed China, n. d.
921 Sa55	Sansan	Eighth Moon, 1964.
921 H655	Hobart, Alice	Gusty's Child, 1959.
921 H19	Han, Suyin	Destination Chungking, 1942.
921 H19	Han, Suyin	Many Splendored Thing, 1952.
921 L61	Liang, Yen	Daughter of the Khans, 1955.
921 H121	Hahn, Emily	China to Me, n. d.

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915.1 Ca	Caldwell, John	Let's Visit Formosa, 1956.
915.1 Cl	Clark, Leonard	Marching Wind, 1954.
915.1 Co	Cook, Thomas	Peking, 1920.

915.1 Cr	Cressey, George	Land of 500 Million, 1965.
915.1 Es	Eskelund, Karl	Red Mandarins, 1961.
915.1 Fe	Fessler, Loren	China, 1963.
915.1 Ga	Gale, George	No Flies in China, 1955.
915.1 Gr	Greene, Felix	Awakened China, 1961.
915.1 Ho	Hobbs, Lisa	I Saw Red China, 1966.
915.1 Ko	Koingsberger, Hans	Love and Hate in China, 1966.
915.1 Li	Lin Yutang	Chinese Way of Life, 1959.
915.1 My	Myrdal, Jan	Chinese Journey, 1965.
915.1 Po	Portisch, Hugo	Red China Today, 1966.
915.1 Ro	Roper, Myra	China--the Surprising Country, 1966.
915.1 St	Stucki, Lorenz	Behind the Great Wall, 1965.
915.1 Su	Sues, Ilona Ralf	Shark's Fins and Millet, 1944.
915.1 Wi	Wilson, John	One Chinese Moon, 1959.
915.1 Ya	Yaukey, Grace	Made in China, 1958.

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Boynton, Grace	River of Pure Repose.
Buck, Pearl	The Good Earth.
Buck, Pearl	Imperial Woman.
Buck, Pearl	Letter from Peking.
Buck, Pearl	The Patriot.
Cronin, Archibald	Keys to the Kingdom.
Hersey, John	A Single Pebble.
Hobart, Alice	The Innocent Dreamers.
Hobart, Alice	Oil for the Lamps of China.
Huggins, Alice	Red Chair Waits.
Lewis, Elizabeth	To Beat a Tiger.

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	Lin, Yu-tang	Chinatown Family.
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950 Gu	Gunther, John	Inside Asia, 1942.
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950 La	Latourette, Kenneth	A Short History of the Far East, 1957.
950 Mi	Michener, James	Voice of Asia, 1951.
950 Pe	Peffer, Nathaniel	The Far East, 1958.
915 Ra	Rama Rau, Santha	East of Home, 1950.
915 Ra	Rama Rau, Santha	View to the Southeast, 1957.
950 Ro	Rowan, Carl	The Pitful and the Proud, 1956.

Unit X LATIN AMERICA - AMERIND CIVILIZATION - LATIN-ARMERIND CIVILIZATION

Introduction

This unit of study will focus upon the early civilizations of Latin America with major emphasis upon the social, economic, political and religious life of the area and the questionable future of the Latin American states.

Objectives:

1. The student should know that by the time of the Spanish and Portuguese explorations, advanced cultures had developed in Mexico and Peru and that the vast discrepancies between the technology of the European invaders and that of the Indians made their conquest a simple matter.

2. The student should know that the principal interests of both the Spanish government and the colonial settlers were in promoting Roman Catholicism, exploiting the gold and silver, and producing agricultural exports.

3. The student should know that a great movement for independence started after 1800 and most of Spanish America had become independent by 1823.

4. The student should know that most South American governments...at least in name....are republics, but many are controlled by the small upper class and the army.

5. The student should know that land reform is a major problem in Latin America and that technological improvements and better education are indispensable for the betterment of agrarian conditions.

Objectives	Activities	Instructional Resources
The student should know that by the time of the Spanish and Portuguese explorations, advanced cultures had developed in Mexico and Peru and that the vast discrepancies between the technology of the European invaders and that of the Indians made their conquest a simple matter.	Have students read about the early Inca, Mayas and Aztecs.	Petrovich, pp. 374-386 Rogers, Adams, Brown, pp. 698-703 Pauline, L. J., Latin America, pp. 1-42
	Show film about Latin America	IMC - Films F1044 - Latin America F9042 - Mexico - Land and the People
	Show filmstrip about early Amerind civilization	Filmstrip FS-917.2-He - Heritage of the Maya w/manual FS-918.5-In - The Incas w/manual FS-970.3-In - The Incas, The Mayas, an the Aztecs FS-970.3-Az - The Aztecs, The Maya, the Incas: a Comparison' FS-970.3-Ma - Maya Achievements in Art and Science FS-970.3-Ma - The Maya and Their Way of Life FS-970.3-Az - Aztec Achievements in Art and Science

Objectives	Activities	Instructional Resources
		Filmstrips FS-970.3-Az - The Aztecs and Their Way of Life FS-980.3-In - Incas and Their Way of Life FS-980.3-In - Inca Achievement in Art and Science
The student should know that the principal interests of both the Spanish government and the colonial settlers were in promoting Roman Catholicism, exploiting the gold and silver, and producing agricultural exports.	Have students read about Spanish and Portuguese colonization. Have students compare Spanish colonization policies and practices to that of Great Britain.	Petrovich, pp. 386-407 Rogers, Adams, Brown, pp. 668-672 Pauline, pp. 44-56
The student should know that a great movement for independence started after 1800 and most of Spanish America had become independent by 1823.	Have students read about Latin American countries fight for independence. Have students research and report how each Latin American country achieved her independence. Have students display pictures of Latin American Patriots who helped their states achieve independence.	Petrovich, pp. 407-419 Rogers, Adams, Brown, pp. 668-679 Pauline, pp. 144-206
The students should know that most South American governments....at least in name....are republics, but many are controlled by the small upper class and the army.	Have students read about modern national states in Latin America. Have students structure a map showing the topographical and political identity of Latin America.	Petrovich, pp. Rogers, Adams, Brown, pp. 674-679 Pauline, pp. 115-143-221-238

Objectives	Activities	Instructional Resources
	Have students display pictures and give reports about present day political structure of Latin American states.	IMC - Kits K9090 - Central America K9091 - Mexico K9101 - Puerto Rico K9088 - South America
	Have students research political structures of Latin American states.	
The student should know that land reform is a major problem in Latin America and that technological improvements and better education are indispensable for the betterment of agrarian conditions.	Have students read about the present history and problems of Latin American states.	Petrovich, pp. 414-420 Rogers, Adams, Brown, pp. 680-697 Pauline, pp.
	Have students read and discuss the subject: Cuba	Pauline, pp. 79-101
	Have students read and discuss problem: Is Latin America ripe for Communism?	Pauline, pp. 103-113
	Have students view film about Latin America and her present problems.	IMC - Films F4049 - Harvest of Shame F4074 - The West Indies F4106 - The Unending Struggle
	Given concepts about political science, economics, and sociology, be able to develop a number of analytical questions for examining Indian culture.	
	Given an article about Portuguese settlers in Brazil, be able to determine political, economic, and social institutions of their society.	Ford, pp.
	Given the concepts of amalgamation, assimilation, accommodation, and extermination, be able to ask analytical questions about Brazilian society to determine which of these processes or combination of processes occurred between Portugueses and Indians.	

LIBRARY RESOURCES

Latin America, Geography

917.2 Br	Bright, Roderick	Land and People of Mexico	Macmillan, 1958
918.1 Br	Brown, Rose	Land and People of Brazil	Lippincott, 1960
918 Ca	Carlson, Fred Albert	Geography of Latin America	Prentice-Hall, 1952
918.2 Fe	Ferguson, J. Halcro	The River Plate Republic	Time, Inc., 1965
918 Go	Goetz, Delia	South America	Fideler, 1958
918 Ja	James, Preston	Latin America	Odyssey, 1959
918.4 Jo	Johnson, William W.	The Andean Republics	Time, Inc., 1965
917.2 La	Larralde, Elsa	Land and People of Mexico	Lippincott, 1950
918.1 Li	Life (periodical)	Brazil	Time, Inc., 1962
917.2 Li	Life	Mexico	Time, Inc., 1961

Latin America, History and Culture

985 Ba	Baudin, Louis	Daily Life in Peru Under the Incas	Macmillan, 1962
980.1 Be	Beals, Carleton	Nomads and Empire Builders	Chilton, 1961
985 Bi	Bingham, Hiram	Lost City of the Incas	Duell, Sloan and Pearce, 1948
985 Bl	Bleeker, Sonia	The Incas	Morrow, 1960
917.2 Cl	Clark, Sydney A.	All the Best in Mexico	Dodd, 1958
918 Cl	Clark, Sydney	All the Best in South America, West Coast	Dodd, 1959

918 Cl	Clark, Sydney	All the Best in South America, East Coast	Dodd, 1960
986.3 Co	Considine, Robert B.	Panama Canal	Random House, 1951
917.2 Ho	Hobart, Lois	Mexican Mural: Story of Mexico, Past and Present	Harcourt, 1963
986.2 Ho	Howarth, David	Panama	McGraw, 1966
985.02 Hy	Hyams, Edward S.	The Last of the Incas	Simon & Schuster, 1963
980.01 Le	Leonard, Jonathan N.	Ancient America	Time, Inc., 1967
980 Pe	Peck, Anne Merriman	Pageant of South American History	Longmans, 1958
986.3 Ri	Rink, Paul	The Land Divided	Messner, 1963
980 Sh	Shippen, K.	New Found World	Viking, 1945
980 Ta	Tannenbaum, Frank	Ten Keys to Latin America	Knopf, 1962
980 Wo	Worcester, Donald E.	The Three Worlds of Latin America: Mexico, Central America, and South America	Dutton, 1963

Latin America, Current Problems

980 Ad	Adams, Richard N.	Social Change in Latin America Today	Harper, 1960
980 Be	Benton, William	The Voice of Latin America	Harper, 1961
980 Cl	Clark, Gerald	The Coming Explosion in Latin America	McKay, 1963
981 Do	Dos Passos, John	Brazil on the Move	Doubleday, 1963
918.7 Ho	Hobart, Lois	Mexican Mural	Harcourt, 1963

980 Ma	Maderiage, Salvador de	Latin America Between the Eagle and the Bear	Praeger, 1962
918 Ma	MacShane, Frank	Impressions of Latin America	Morrow, 1963
917.2 Ni	Nicholson, Irene	The X in Mexico	Doubleday, 1966
918.9 Pe	Pendle, George	Lands and Peoples of Paraguay and Uruguay	Macmillan, 1960
918 So	South American Handbook, Mexico, and Cuba	Including Central America,	39th annual ed. 1963
918.7 Wo	Wolrabe, Raymond A.	Land people of Venezuela	Lippincott, 1959

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